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ABSTRACT

The design, production, dissemination, and evaluation of a series of videotaped training packages designed to enable teachers, parents, and paraprofessionals to interpret child variance in light of personal and alternative perspectives of behavior are discussed. The goal of each package is to highlight unique contributions of different theoretical models in the context of realistic classroom behaviors exhibited by those children whose educational needs and behavioral problems require new interpretations and intervention techniques. Each of the five videotape packages comparing and contrasting two perspectives on child variance contains all the materials necessary to operate a two-hour workshop for inservice and preservice teachers. A behavior segment begins each tape followed by discussion of the behavior exhibited, definition of the problem, interpretation of the etiological aspects, and recommended interventions. Six perspectives or models were examined: biogenic, psychodynamic, behavioral, sociological, ecological, and countertheoretical. (Author/RAO)

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FINAL REPORT

VIDEOTAPE PROJECT IN CHILD VARIANCE

G007602984

Submitted July 1, 1978

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SECTION I. PROJECT DESCRIPTION

The videotape Training Packages in Child Variance Project (BEH Grant No. G0070602984) was located at The University of Michigan School of Education. This two-year Project began June 1, 1976 and terminated May 31, 1978. The Project staff consisted of the following individuals:

Dr. William C. Morse, Project Director
Judith M. Smith, Principal Investigator
Jean B. Wolter, Project Secretary
Nancy Acker, Research Assistant (Workshop Coordinator)
Hosik Won, Research Assistant (1976-77 Dissemination Coordinator)
Catherine Keating, Research Assistant (1977-78 Dissemination Coordinator)

Project Goals

The Project was designed to produce a series of workshop packages which would enable teachers, parents and paraprofessionals to interpret child variance in the light of alternative theoretical positions and to clarify their own theoretical orientations. The goal of each package was to highlight the unique contributions of different theoretical models in the context of realistic classroom problems. The need for such training has been intensified in recent years

by the movement toward mainstreaming, and by the inclusion of a larger portion of the variant population in educational programs through right to education actions. As a result of these trends, regular teachers and special education teachers have been faced with increasing numbers of children, whose educational needs and behavioral problems require new interpretations and new intervention techniques.

In the original Project proposal, the following objectives were specified:

(1) to prepare videotape training packages (videotapes + modules);

(2) to determine by tryout with various target groups the most effective use of such packages;

(3) to disseminate information on the usefulness of the packages, by means of training workshops for key personnel located across the country, and through reports to a larger audience via mail (reports and brochures); and

(4) to build evaluation techniques for videotape training packages.

The needs of the target groups were assumed to lie in three areas: knowledge, attitudes, and practice. The training in the videotape workshops was to be directed to the first two (knowledge and attitudes) in order to provide a necessary condition for changing the third (practice). Changes in knowledge and attitudes were assumed to provide necessary, but not sufficient, conditions for changes in teacher

practice. Evaluation then, was to focus on the extent to which knowledge and attitude goals were attained. The anticipated results of the use of project materials were stated as follows:

(1) The videotape training packages will increase teacher competency in interpreting a greater variety of variant behaviors through increased knowledge and changed attitudes.

(2) The project will increase communication between school and other professional personnel having differing perspectives on child variance, by providing a common language and knowledge of different perspectives.

(3) The project will facilitate the acceptance of variant children in public school classrooms, both regular and special education, by influencing the attitudes of teachers and other school personnel.

(4) The Project will demonstrate the potential of videotape training packages for teacher training.

(5) The Project will provide a needed instructional resource for teacher training programs.

After the Project was underway, staff members received training in the Discrepancy Evaluation Model (DEM) from a regional workshop held by the University of Virginia Evaluation Research Center. Subsequently, a complete evaluation plan was developed using the DEM. As a result, some

additional goals and objectives were specified. This plan, and the entire set of evaluation concerns and questions are described in Section 4: Evaluation.

Background

This Project was designed to extend the work done by a previous BEH Project, The Conceptual Project in Child Variance. That Project, directed by Dr. William C. Rhodes, produced the following materials: the five volumes of A Study of Child Variance, the Exercise Book (which includes rural and urban data banks), and over 30 videotaped interviews in which the contrasting professional and institutional views of child variance (retardation, emotional disturbance, delinquency, etc.,) were presented. Although these materials were designed for use in graduate level courses, they were accepted and used by many others--undergraduate teachers-in-training, in-service teachers, and parents of exceptional children. Dr. Rhodes was a valued consultant to the Videotape Training Packages Project, and appeared as an expert in Program 5: Alternative Views.

Design Networks and I-P-O Statements

As part of the procedure for developing a DEM evaluation plan, it was necessary to construct three levels of design networks for the Project, and to produce Input-Process-Output (IPO) statements for components at each level. The design networks are helpful in conceptualizing the operating strategy of the Project, and the I-P-O statements provide a

detailed description of each operational component, in terms of resources utilized (input), procedures (process) and products (output). (The operational components specified in this plan are not the same as the budget components which appear in the Project proposal.)

Design network. A design network was completed for three levels of analysis of the Project. The Level 1 design (Figure 1) shows the relationship of the Project to its outside resource and consumer agencies. The Level 2 design (Figure 2) shows the major components of the Project and their interdependencies. The Level 3 design (Figure 3) breaks each component into subcomponents and defines the nature of the interdependencies. Arrows in these figures indicate the flow of products and resources rather than the flow of time. An arrow indicates that an output from one component is utilized as an input in another component. Therefore, the components are interdependent.

Input-Process-Output (I-P-O) forms. An I-P-O form was completed for the Level 1 design network, giving an overview of the Project (Table 1). For each component of the Level 2 design, I-P-O forms were also completed (Table 2). Finally each subcomponent of the Produce Packages Component (1.0) was analyzed in terms of Input-Process-Output and the appropriate forms completed (Table 3).

The remainder of this report will consist of three sections describing the major activities of the Project. Section II: Videotape Packages describes the packages,

their production and tryout procedures. Section III: Dissemination describes the total dissemination effort. Section IV: Evaluation describes the implementation of the DEM to evaluate the Project.

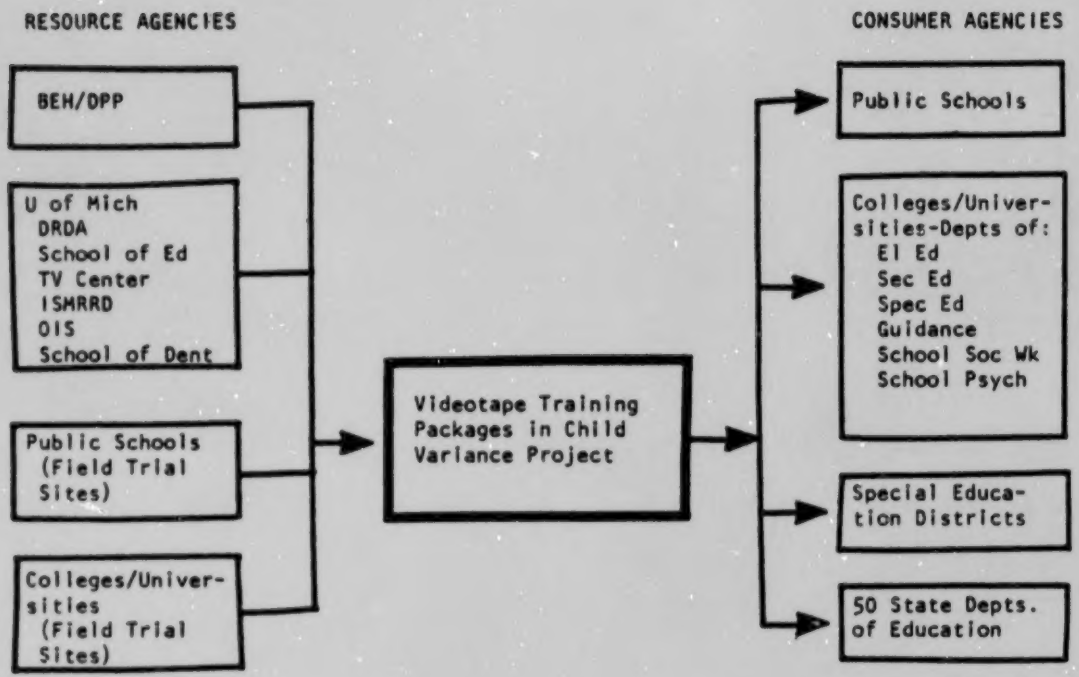

Figure 1. Level 1 Design Network Showing the Relationship of the Project to its Resource and Consumer Agencies.

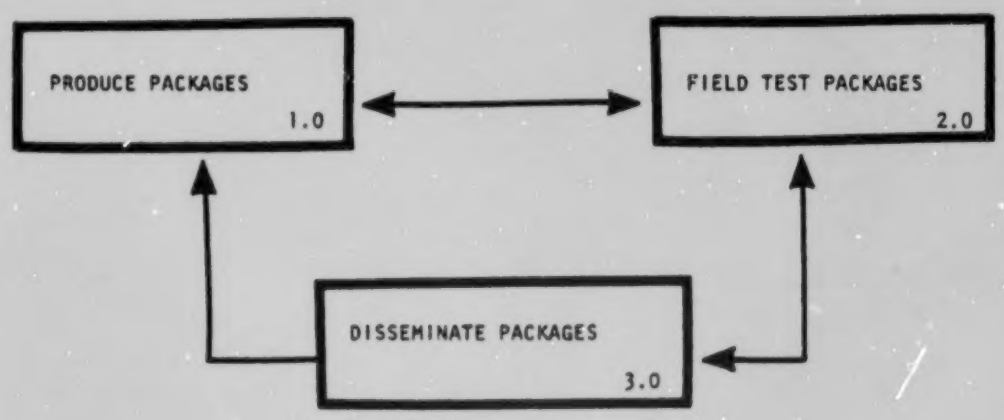

Figure 2. Level 2 Design Network Showing Major Project Components (Arrows Indicate Dependency Relationships).

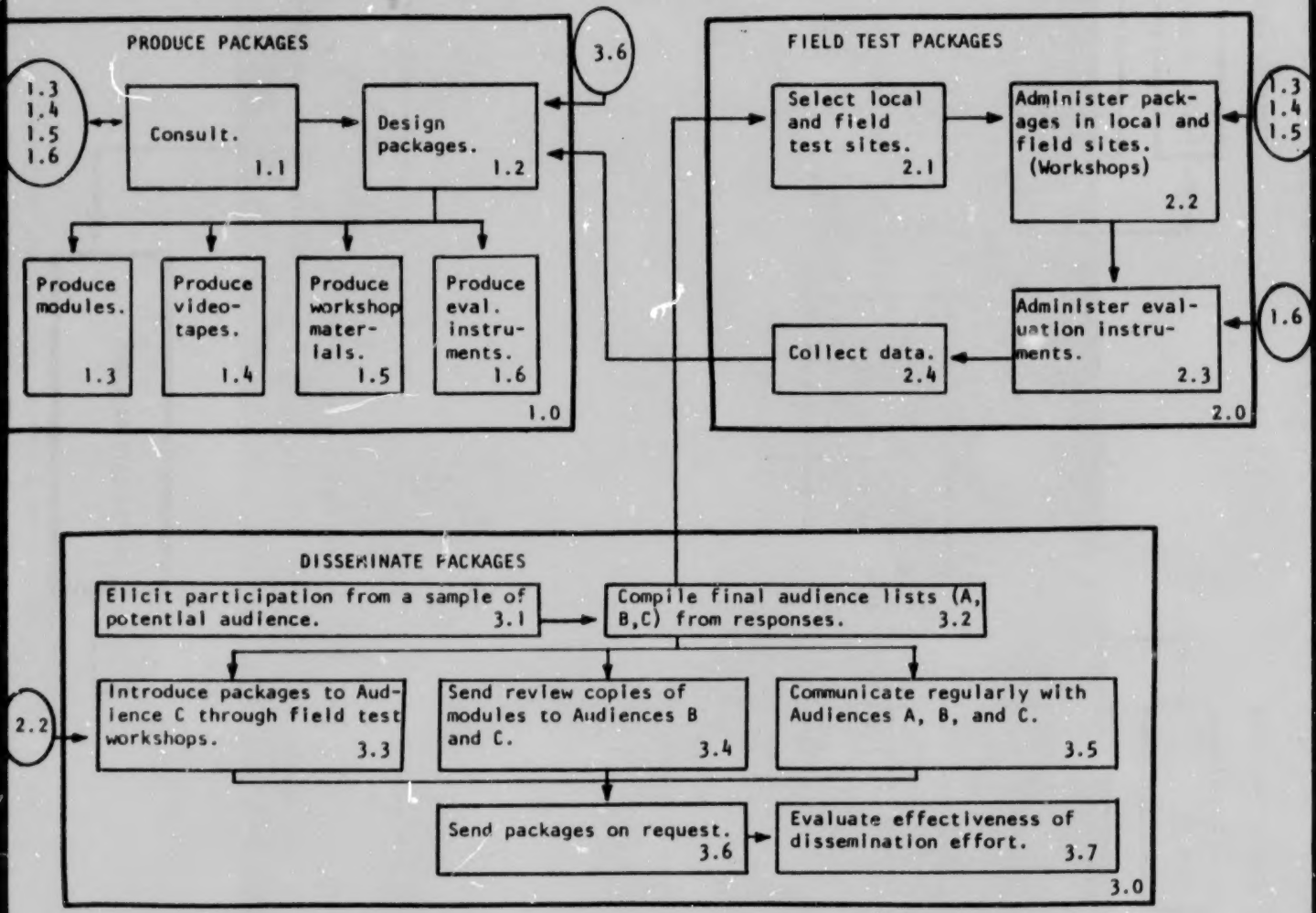

Figure 3. Level 3 Design Network Showing Subcomponents of Each Project Component and Interdependencies.

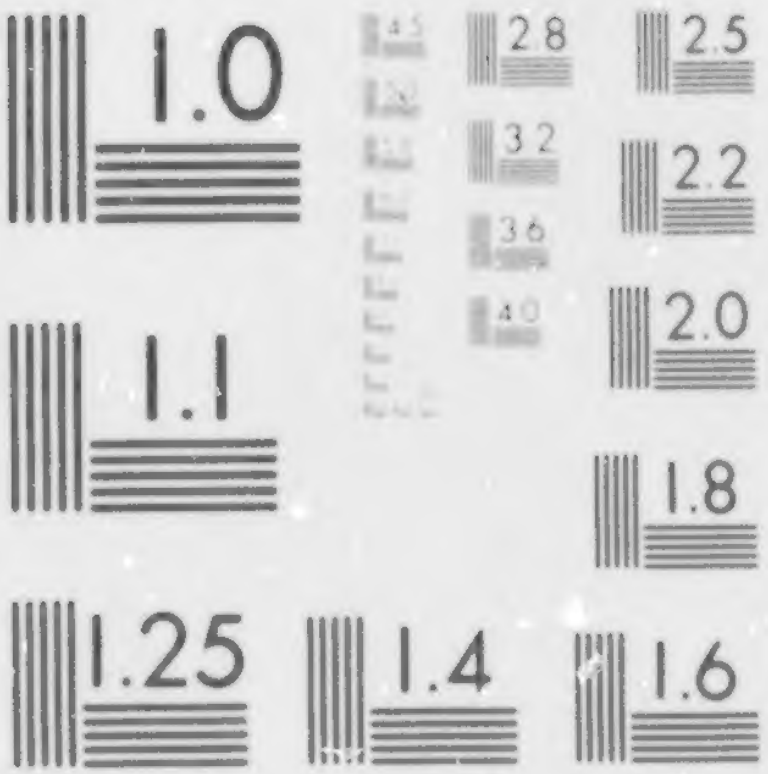

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TABLE 1

Input-Process-Output for Level 1 Design Network

Input	Process	Output
*Funding (BEH/DPP = 100%) *Staff Project director Principal investigator 2 Research assistants Secretary *Consultants University (2) Experts (10) Teachers Field trial workshop leaders (20) *Contract Services U of M TV Center facilities & staff Actors *Audience Trainers and trainees (pre & inservice el ed, sp ed, sec ed, guidance, paraprofessional) *Facilities Office space (2 1/2 rooms) AV equipment (color VTR & monitor, tape recorder) 10 evaluation workshop sites 20 field trial workshop sites (pub schools, colleges, spec ed depts, intermediate school districts) *Precondition -Need for preparation of teachers to deal with spec. probs of variant children -Need for training materials to accomplish this purpose	The project will produce and field test products: 6 self-instructional modules, 5 videotapes, 5 workshop plans, and 5 criterion tests. Trainees will complete at least 2 modules and participate in a workshop involving the videotapes and other activities. Much effort will be devoted to the dissemination of the materials to the teacher trainers in our audience.	·6 field tested modules ·5 field tested workshop plans ·5 videotapes ·5 field tested criterion tests ·trained pre- and in-service personnel ·dissemination of materials ·use of materials by teacher trainers in courses and workshops

TABLE 2

Input-Process-Output for Level 2 Design Network

Component	Input	Process	Output
Produce Packages 1.0	Project staff Internal consultants Teachers TV Center facilities and staff Experts Actors Data from field testing	Consult with university consultants, TV Center, and teachers on package plan. Design packages to consist of four components: self-instructional modules, videotape, and evaluation instruments. Produce videotapes, modules, workshop materials, and criterion tests and other evaluation instruments.	6 Self-instructional modules 5 Videotapes 5 Workshops (materials) Expert advice Revised package components
Field-test Packages 2.0	Videotape packages (modules, VT's, workshops) Project staff Field test leaders (from 3.0) Trainees Testing sites AV equipment (monitor & VTR) Evaluation instruments	Select local and field test sites for each package (3.0). Administer package according to workshop plan (1.0). Administer evaluation instruments (tests and questionnaires). Collect data from all sources.	Data on effectiveness of packages Trained personnel Field tested packages
Disseminate Packages 3.0	Field tested packages Address information sources Total potential audience of trainers and trainees	Select a sample of potential audience and elicit participation through mailed communication. Compile final audience list based on responses to mailing. Communicate regularly with our full audience regarding availability of materials. Send review copies of modules to audience B&C. Introduce packages to trainers through field test workshops. Send packages on request of trainer. Evaluate effectiveness of dissemination effort.	Audience list A, B, C Use of materials Data on use of materials

TABLE 3

Input-Process-Output for Level 3 Design Network for Produce Packages Component (1.0)

Sub-component	Input	Process	Output
Consult 1.1	Consultants -Internal -Teachers -TV Center staff Project Staff Modules (1.3) Videotapes (1.4) Workshop plan (1.5) Evaluation instruments (1.6)	Project staff discusses the development of modules, tapes, workshop plans and evaluation instruments with consultants. Meet regularly with consultants to receive feedback on package components (1.3, 1.4, 1.5, 1.6).	Consultant advice on developing and producing package components (1.3, 1.4, 1.5, 1.6)
Design packages 1.2	Consultants advice (1.1) Project staff Materials Field-test data (2.4) Dissemination data (3.7)	Project staff designs packages consisting of modules, videotapes, workshop plan and evaluation instruments. Use advice from consultants and field test data.	Module plan (1.3) Videotape plan (1.4) Workshop plan (1.5) Evaluation instrument plan (1.6)
Produce packages 1.3	Module plan (1.2) Project staff Materials Child Variance Volumes	Each module will include: 1) Self-instructional unit, describing a theoretical model 2) Criterion test 3) Bibliography 4) Individual and group research activities.	Six finished modules, one for each theoretical model; with a criterion test for each model (1.6)

TABLE 3 (continued)

Sub-component	Input	Process	Output
Produce videotapes 1.4	Videotape plan (1.2) Project staff Materials TV Center facilities & staff Actors Experts	Tape 16 realistic, relevant behavior sequences of children in classroom. Experts select sequences to which they wish to respond. Tape final program including sequence and panel discussion. Participants are experts and project staff.	5 Finished videotapes to be used in workshop (1.5)
Produce workshop materials 1.5	Workshop plan (1.2) Project staff Materials Videotapes (1.4)	Create experiential activities to include: role playing, simulation exercises and others that will promote personal growth, attitude change and further understanding of the models.	5 Sets of workshop material. Workshop evaluation instruments
Produce Evaluation instruments 1.6	Evaluation design (1.2) Modules (1.3) Workshop materials (1.5) Project staff Evaluation research center Relevant existing instruments	Determine evaluation needs, survey existing instruments for relevance to those needs. Select relevant instruments. Design others to serve particular needs.	A series of evaluation instruments to evaluate each of the components of the package. These will be used in the local and field testing (2.3)

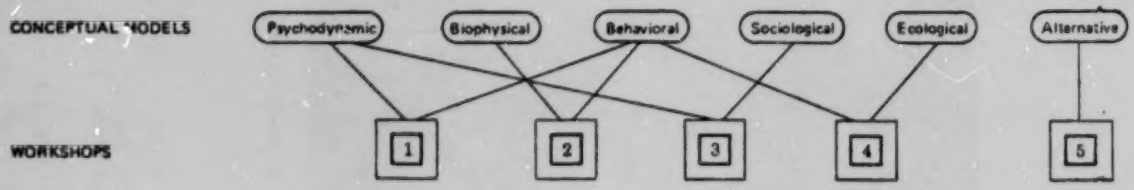
SECTION 2. VIDEOTAPE TRAINING PACKAGES IN CHILD VARIANCE

Workshop Topics

The professionals who deal with variant children respond to their "differentness" (whether it be hyperactivity, slowness, withdrawal, inability to function due to physical handicaps, etc.) in a variety of ways, dependent upon how the behavior is perceived and classified. A particular behavior can be classified in many ways, because teachers, counselors, psychologists, social workers, and other child care workers espouse different theories of child variance. These theories usually concern the etiology of a particular disturbance, and lead to specific recommendations for intervention. A professional training program, at any one moment of time, will favor one theory over another. As a result, trainees are usually well-versed in one viewpoint, but relatively unfamiliar with others.

The Conceptual Models Project, on which the Videotape Project was based, attempted to draw together in a single volume, descriptions of the phenomena of child variance from six different perspectives. It was felt that familiarity with different perspectives would lead to flexibility of approach, and to an increasing number of options for those who deal with variant children. In addition, such

Videotape Training Package in Child Variance



Activity 1	Objective:	Define the positions.
Activity 2	Objective:	Relate positions to real experiences.
Program Videotape	Objective:	Observe experts as they apply positions to problem situations.
Self-Instructional Modules	Objective:	Understand basic concepts of the positions, as they relate to education.

MATERIALS FOR EACH WORKSHOP INCLUDE:

- Workshop Leader's Manual
- Workshop Booklet (for participants)
- Behavior Sequences videotape (used in workshop activities)
- Program Videotape (Program 1, 2, 3, 4, or 5)
- Self-Instructional Modules (one for each position)

PROGRAM VIDEOTAPES:

Program 1:	Program 2:	Program 3:	Program 4:	Program 5:
Psychodynamic View, Behavioral View	Biophysical View, Behavioral View	Sociological View, Psychodynamic View	Behavioral View, Ecological View	Alternative Views
Guests: Dr. Jane Kessler, Dr. Richard Whelan	Guests: Dr. James McConnell, Dr. Aaron Smith	Guests: Dr. Edgar Epps, Dr. Nicholas Long	Guests: Dr. Frank Hewett, Dr. Jacob Kounin	Guests: Dr. William Rhodes, Dr. Peter Knoblock

familiarity would increase communication between professionals in different disciplines. The Conceptual Models Project identified these six perspectives, or models, of child variance: biogenic, psychodynamic, behavioral, sociological, ecological, and countertheoretical (*A Study of Child Variance Volume 1: Conceptual Models*, W. C. Rhodes and M. Tracy, University of Michigan Press, 1973).

The goal of the Videotape Project was to present information about these models and their relevance to classroom problems in the context of five workshop packages. Each workshop package was to contain all the materials necessary to present the workshop to a group of teacher trainees (in-service or pre-service). In each workshop, two of the models would be compared and contrasted, and implications for teaching and classroom management would be suggested.

Since teachers are usually most familiar with the psychodynamic model and/or the behavioral model, it was decided that those models would be the topic of the first workshop. The other models would then be compared with either the psychodynamic or behavioral model. An exception to this format is Workshop 5, in which "alternative" views are contrasted with "traditional" views. The original "countertheoretical" position of *A Study of Child Variance* was expanded to include other non-traditional approaches, such as the "humanistic" approach and "open education."

This position was then called the "alternative" approach. In Workshop 5, some assumptions and values common to all five "traditional" models are compared to the assumptions and values implicit in the alternative views. Figure 4, Project Summary, illustrates the topics of the various workshops and the different activities and materials which are utilized.

Workshop Format

In a typical Videotape Training Packages Workshop, between twelve and 35 teachers assemble in a room with a videotape playback and monitor. The occasion may be an in-service day presentation, or perhaps an after school teacher's meeting. The workshop leader may be a fellow staff member, an administrative staff member, or a visiting professor from a near-by university. Reading from a script in the *Workshop Leader's Manual*, the leader welcomes the teachers and explains that in the workshop to be presented they will be examining two common "models" of human behavior to see how these are relevant to classroom behavior problems, particularly those which are related to the mainstreaming of handicapped children. Each workshop participant receives a copy of the *Workshop Booklet*, a ten to twenty page booklet which contains all the materials used in the workshop.

The leader next writes the schedule for the one and one-half to two hour workshop on a blackboard or large sheet of paper:

Activity 1 (definition activity)

Activity 2 (personal experience activity)

Videotape Program

Discussion

Evaluation

Activity 1 begins with a showing of a two-minute sequence from the videotape Behavior Sequences. The sequence shows a typical behavior problem in a classroom setting. Then workshop participants select partners for Activity 1 (which is done in groups of two), and turn to page three of the *Workshop Booklet*. There they read short descriptions of the two models under consideration. Using this information, they decide whether statements about the behavior sequence (on the next three pages) are more representative of one model or of the other. They may then check their answers with the key on the next page. This activity is completed in about fifteen minutes.

While participants are completing this exercise, the leader is preparing for Activity 2 by cueing the behavior sequence which will be required (in Workshops 1, 3 and 5, no behavior sequence is used for Activity 2). After participants have completed Activity 1, there is brief discussion and clarification of any confusing statements. Frequently no discussion is necessary at this point.

In Activity 1, participants have defined the different models and related them to possible interpretations of a

particular behavior problem. The purpose of Activity 2 is to show the relevance of the models to personal experiences or to one's own intervention procedures. Consequently, the content of Activity 2 varies, depending on the models under consideration.

Activity 2 is done in larger groups, usually three to four people. The leader explains the activity and directs the groups to the appropriate pages in the *Workshop Booklet*. The activity requires about fifteen minutes. After that time, groups report back to the total group on their experiences and raise questions for discussion.

In the next segment of the workshop, participants view a thirty minute tape in which experts with the different points of view discuss several of the behavior sequences (which appear on the tape also). The leader may stop the tape from time to time to ask for comments from the audience, or to ask them to predict the positions of the experts, based on their knowledge of the models. Following the videotape program, participants discuss issues raised by the experts or other areas of concern. A list of discussion questions appears in the *Workshop Leader's Manual*, and may be used to stimulate discussion.

During the last five minutes of the workshop, the participants fill out an evaluation form in which they judge the effectiveness of the different activities and of the workshop as a whole.

Participants then receive copies of two self instruc-

tional modules, one on each of the models under consideration in the workshop. These are follow-up materials for those who are interested in expanding their knowledge of the models. A module is between 32 and 61 pages long, and requires one to two hours for completion. The basic concepts of the model are presented, and it is discussed in relation to issues in education. A pretest, post-test and bibliography are included. Sometimes it is possible to distribute the modules prior to the workshop, and this procedure is preferable. However, since it is so seldom possible, the workshops have been designed so that prior knowledge of the models is not required.

In the remainder of this section, the development, testing and revision of the workshop materials will be described: the Behavior Sequences videotape, the Program videotapes, the workshop plan (including the *Workshop Leader's Manual* and *Workshop Booklet*), and the self-instructional modules.

Behavior Sequences Videotape

The Behavior Sequences videotape is a 30 minute tape, in color, which is available on either three quarter inch cassette or one half inch reel. A kinescope transcription has been made, so that answer prints on 16mm film may be produced. The videotape contains fifteen sequences of problem behaviors in the classroom, from 30 seconds to two minutes in duration. The sequences were designed to be

representative of problems which commonly occur when emotionally disturbed and other handicapped children are mainstreamed in regular classrooms.

Initially, a decision was made to hire children to portray the behavior problems rather than videotaping an actual classroom. There were several reasons for this decision:

1) By portraying specific incidents, we could be certain that the desired variety of problems was represented. In an actual classroom, we could not be certain that specific problems would occur. Also, since we would not know when the problems would occur, we could not be certain that we would capture the events on tape.

2) By videotaping sequences in the studio we could ensure that the quality of the final product would be acceptable. We were particularly concerned that conversations be audible and that all relevant action be recorded on tape. Therefore, a small classroom set was used, three cameras recorded events, and individual microphones were utilized when a conversation was to occur.

3) By hiring children as actors (and indicating on the videotape that events were simulated) we could avoid situations which would be potentially embarrassing to the teachers and students being taped.

Selection of behavior sequences. Since this tape was to be a critical element in the workshop package, every

effort was made to ensure that the sequences depicted were relevant, realistic, and typical of the problems faced by classroom teachers. Twelve local teachers were interviewed about their experiences with emotionally disturbed children in their classes. Short paragraphs were composed describing the particular situations which were reported. Nineteen of these were then selected to include sequences which illustrated the different kinds of problems encountered.

The following dimensions were considered in the selection:

1) Orientation of Problem

   Behaviors were chosen to represent problems in social relationships (including both authority and peer relationships), as well as academically related difficulties.

2) Representation of a Variety of Affective States

   The illustration of many different emotions (fear, anxiety, anger, frustration, apathy, etc.,) was considered essential.

3) Orientation to a Variety of Settings

   Although the main emphasis was on behaviors in the classroom, we selected behaviors that are characteristic of other settings as well. This was done in accordance with our belief that problems children have in school are often, but not always, primarily school related problems. In fact, they may be carryovers from home or

other outside-of-school settings.

4) Relevance to the Six Theoretical Positions
Two experts representing contrasting theoretical positions (psychodynamic, behavioral, biophysical, sociological, ecological and alternative views) would be responding to the events in the simulated classroom. Although there were few behaviors that precluded discussion from any one of these points of view, there were some that were more easily interpreted by certain of the theoretical positions.

5) Number of Students Involved in the Sequence
Both situations that concerned primarily one individual and those involving groups of students, were included.

6) Relevance to All Segments of Project Audience
The videotape packages were designed to be used for training individuals to cope with variant behaviors of children in school. However, members of this audience differ in their experiences and knowledge of children with special problems. With this in mind, behaviors were chosen representing a range of severity so as to be worthwhile for viewing by those "general" educators inexperienced with extremely divergent behavior, and also by those "special" educators with more extensive knowledge of and experience with child

variance. Efforts were made to include behaviors that would be both familiar and vexing to the majority of our viewers.

7) Behaviors Relevant to Different Age Levels
Two sets of behavior sequences were taped; one with students in middle elementary school level, the other with intermediate, or lower secondary level students. Care was taken to represent problems experienced across ages, as well as those peculiar to younger or older age groups.

8) The Point of View of the Disturbance
Events were chosen which are disturbing from different points of view. For instance, some behaviors are disruptive to classroom activities from the point of view of the teacher, but acceptable to, or even unnoticed by the student exhibiting the behavior. On the other hand, some behaviors (particularly the withdrawn, or inactive variety) may be painful from the student's point of view, but are noticed by the more perceptive teachers.

The original group of behavior sequences was chosen from incidents reported by teachers which conformed to the constraints above. Some sequences were added later, after discussion with teacher consultants to the Project. It should be emphasized that every event which was included on the final list was a real event which had happened in a

regular classroom, and had proved troublesome to the teacher in charge.

In order to ensure that we were accurately appraising the needs of educators, meetings were held with teachers at both elementary and junior high levels within the local school district to evaluate the list of behavior sequences. Teachers who were currently "mainstreaming" exceptional children in their classes were of particular help to us.

Three elementary schools and one junior high school were visited. Meetings at each school were attended by general education teachers who had reviewed the Videotape Project Description beforehand, and were willing to discuss their experiences with variant children. At one school the principal and helping teacher also attended the meeting.

The schools differed significantly in terms of classroom structure (traditional or open), socioeconomic level, racial mix, and the extent of mainstreaming of exceptional children.

Certain types of behavior were perceived as common problems by all of the teachers. These included:

1) aggressive, acting out, impulsive behavior;
2) withdrawn behavior;
3) hyperactivity;
4) distractibility;
5) problems resulting from fear of failure;
6) difficulty in following instructions.

The learning problems described by the elementary schools and the secondary school were significantly different. The secondary teachers described the problems of children who function at least several years below grade level, or who are essentially "non-readers." The elementary teachers, on the other hand, emphasized the specific learning disabilities of each child. Nonetheless, the behavioral consequences of difficulties related to academics were often similar.

These meetings with the teachers resulted in additional ideas for behavioral sequences, as well as confirmation and modification of those already selected in the planning stage.

The end product was a set of realistic behavioral events that were appropriate for interpretation by experts, and were in tune with the needs of potential trainees.

Videotaping of behavior sequences. The entire day of October 16, 1976, was devoted to the videotaping of all behavior sequences to be included in the later discussion tapes. The University of Michigan Television Center Staff had built a three-sided classroom set, including desks, tables, blackboard, books, etc. The set was large enough to accommodate approximately twelve children and a teacher. Three cameras, numerous lights and microphones were used to tape the sequences on two inch color videotape.

Two groups of children were hired to portray the

desired behaviors. One group, consisting of actors aged twelve through fourteen, portrayed an eighth grade class. This group taped sequences in the morning, from 8:30 a.m. to 12:00 noon. The other group, consisting of actors aged nine through twelve, portrayed a fifth grade class. This group taped sequences in the afternoon, from 1:30 p.m. to 5:00 p.m. Three different actors portrayed the teacher in the various sequences. Each classroom group contained thirteen children, with approximately equal numbers of boys and girls. The groups were racially mixed: three Black children in the morning group, and four Black children in the afternoon group. One teacher was a Black male, the other two were White females.

The children selected for this activity were recommended by leaders of local community theater groups and others. All of the children had prior experience with acting, some in stage productions, some in theater workshops and classes, and others in amateur movies. The actors who portrayed the teachers also had relevant background experience. Each actor was paid $10.00 for his participation.

Each sequence was role-played, with the only script being a descriptive paragraph for each desired sequence. The producer (Mr. Al Slote, from the Television Center Staff) introduced the sequences to the children, selected those children who were to portray the target behavior,

and rehearsed the sequence before it was taped. Several "takes" were required for many of the sequences.

The Project staff and the Television Center staff were extremely pleased with the results of the day's taping. A total of 63 minutes of raw material was taped, including sixteen different sequences. The original tape was then edited to select the best sequences. Fifteen were finally deemed appropriate for our purposes, and these were transferred to another two inch tape, which serves as the master tape. Sequences from this tape became part of each Program tape, in which experts discussed certain of the incidents. Other sequences were utilized in the workshop activities which are a part of each Videotape Package. A description of the behavior sequences appears in Appendix A.

Validation of the Behavior Sequences tape. To determine whether the behavior sequences depicted were relevant and typical, we showed the Behavior Sequences videotape to nine different groups of teachers. The evaluation groups are described in Table 4. The teachers were asked to evaluate each of the sequences. They were asked:

a) Have you encountered this or a similar situation in your experience as a teacher?

b) How confident do you feel about handling such a situation?

c) How do you view the teacher's behavior in this sequence?

TABLE 4

Behavior Sequences: Tryout Groups

Tryout Location	Number of Participants			Concern of Audience	
	Pre-Service	In-Service	Other	Special Education	General Education
Hawthorne Center, Northville, Mich.		15		x	
District Special Services Staff, Ann Arbor, Mich.		35		x	
Community Theater Group, Chelsea, Mich.			26		x
Research Seminar, University of Michigan		6		x	x
Teaching of Reading Class, University of Michigan	7	18		x	x
Classroom Management Class, University of Michigan	6	8		x	x
Johnson Elementary School, Livonia, Mich.		10			x
Monroe Elementary School, Livonia, Mich.		25			x
Directed Teaching Seminar. University of Michigan	15				x
Total	28	117	26		

TABLE 5

Behavior Sequences: Evaluation by Classroom Teachers (% of responses).

Evaluation Questions	Sequences* 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Have you encountered this behavior...															
frequently	0	52	18	19	15	41	47	39	7	6	8	7	23	8	21
occasionally	14	32	35	30	35	43	44	45	49	32	8	43	8	8	38
seldom	34	12	24	30	35	11	4	14	23	36	49	28	31	33	10
never	52	4	22	21	15	4	4	2	21	26	35	21	38	50	31
How would you feel about handling it?															
confident	35	67	44	45	42	50	61	65	48	49	46	50	6	18	17
some uncertainty	59	30	47	45	52	43	35	35	46	49	49	50	61	66	55
high uncertainty	6	3	9	10	6	7	4	0	6	2	5	0	33	18	29
How do you evaluate the teacher's behavior in the sequence?															
positive	16	11	19	6	--	10	5	10	4	10	7	9	--	0	5
neutral	38	70	41	19	--	29	54	23	62	33	43	32	--	60	19
negative	46	19	40	75	--	60	41	67	34	57	50	59	--	40	76
How common is this type of problem?															
common	16	93	83	64	63	98	96	88	52	34	26	67	18	28	88
uncommon	84	7	17	36	37	2	4	12	48	66	74	33	82	72	12
How significant is this problem as a teacher concern?															
critically important	33	9	17	19	20	25	16	14	19	22	23	11	50	39	16
important	56	77	70	60	75	58	74	68	69	59	59	68	50	61	70
of little importance	11	14	13	21	5	17	10	18	12	19	18	21	0	0	14

*Descriptions of sequence content may be found in the Appendix.

d) How do you evaluate the significance of this problem as a concern of teachers?

e) How common is this problem in the classroom experience of teachers?

The results of this evaluation are shown in Table 2.

Several conclusions were drawn from this data. First, none of the sequences was viewed as "of little importance" by more than 21 percent of the evaluators. Thus, we concluded that all of the sequences were of some importance, and could be used in the workshops. Second, it is interesting to note that those sequences viewed as most important by the evaluators (Sequences 13 and 14) were also among those which teachers admitted to being least confident about handling. Third, both common and uncommon problems were viewed as significant. For example, Sequence 6 was viewed as "common" by 98 percent of the evaluators, and was viewed as "important" or "critical" in importance by 83 percent of the group. Sequence 13 was viewed as "uncommon" by 82 percent, but was seen as "important" or "critical" by 100 percent.

In addition to asking the evaluators to rate the individual sequences, we asked the same group to evaluate the technical quality of the Behavior Sequences tape as a whole. Teachers were asked:

a) Is the quality of the photography better, the same, or worse than in similar material you have

seen?

b) Is the quality of the sound better, the same, or worse than in similar material?

c) Is the realism of the sequences better, the same, or worse than similar material?

The results of this evaluation are shown in Table 6.

TABLE 6

BEHAVIOR SEQUENCES: Rating Technical Quality

Technical Aspect	Better than Others		Same as Others		Worse than Others	
	N	%	N	%	N	%
Photography	37	86%	6	14%	0	0
Sound	35	90%	4	10%	0	0
Realism	36	68%	16	30%	1	2%

We concluded that the technical quality of the videotape was adequate to justify its use in the workshops.

One use of the Behavior Sequences videotape was to be as source material for the Program videotapes in which experts discuss problem situations. Therefore, we asked our evaluators to raise questions which they would like to be discussed in relation to each of the sequences. Teachers were asked: If you could discuss this problem situation with an expert consultant, what questions would you ask?

The resultant questions were compiled, and it was possible to formulate five general questions which summarized the concerns of teachers:

a) What should the teacher do to handle the immediate problem?

b) What should the teacher do to prevent such a problem?

c) What is the probable cause of this problem?

d) What kind of additional information is needed to diagnose the problem and recommend a course of action, and from what sources can this information be obtained?

e) In this situation, what is the impact of factors such as: the physical environment, the child's physical health, the child's emotional health, the child's home background, the child's cultural background, and the teacher's classroom techniques?

These questions were formulated in order to serve as a focus of discussion in the Program videotapes, in which experts with different viewpoints will discuss several of the behavior sequences.

Program Videotapes

Five Program videotapes have been produced by the Videotape Training Packages Project. Each is a 30 minute presentation in which two experts representing different

points of view discuss incidents of problem classroom behavior. A Program videotape is a central component in each of the Videotape Project workshops, and evaluation of the tapes was included as part of the total workshop evaluation.

Program videotape format. Due to the fact that many videotape systems in schools accept only four inch (30 minute) reels, we limited each Program to 30 minutes. In each videotape, Dr. William C. Morse (Project Director) acted as host and moderator. Judith M. Smith (Principal Investigator) and one Research Assistant (Nancy Acker or Catherine Keating) also participated and introduced the behavior sequences by giving brief background information. The following format was used for each tape.

Disclaimer, Title, Participants Names (Slides)
Introduction (Dr. Morse)
Sequence 1 (Introduced by Research Assistant)
Discussion of Sequence 1 (Panel)
Sequence 2 (Introduced by Judith M. Smith)
Discussion of Sequence 2 (Panel)
Sequence 3 (Introduced by Research Assistant)
Discussion of Sequence 3 (Panel)
Credits (Slides over replay of sequence)

In several of the tapes, post-production editing provided a replay of part of the sequence under discussion as the experts continued their comments. Workshop participants appreciated the opportunity to review the sequence as it

TABLE 7

DESCRIPTION OF PROGRAM VIDEOTAPES

Title of Videotape	Guests	Sequence Included
Program 1: Psychodynamic View, Behavioral View	Dr. Jane Kessler, Case Western Reserve University, Psychodynamic View Dr. Richard Whelan, University of Kansas, Behavioral View	6, 1, 8
Program 2: Biophysical View, Behavioral View	Dr. Aaron Smith, University of Michigan, Biophysical View Dr. James McConnell, University of Michigan, Behavioral View	13, 1, 7
Program 3: Sociological View, Psychodynamic View	Dr. Edgar Epps, University of Chicago, Sociological View Dr. Nicholas Long, American University, Psychodynamic View	3, 4, 11
Program 4: Ecological View, Behavioral View	Dr. Jacob Kounin, Wayne State University, Ecological View Dr. Frank Hewett, University of California-Los Angeles, Behavioral View	8, 11, 6
Program 5: Alternative Views	Dr. William C. Rhodes, University of Michigan, Alternative View Dr. Peter Knoblock, Syracuse University, Alternative View	13, 10

was being discussed. This was not done in Program 1 and Program 4, since it was felt that the discussion itself was sufficiently animated to maintain interest and that replay might prove disruptive to the flow of the discussion. The format of Program 5 differed from that of the other four Programs in that only two sequences were discussed.

The components of the five Program tapes and the participating experts are listed in Table 7.

While the videotaped Programs were evaluated only as a part of the total workshop, and will be discussed in that section of this report, there were other indicators of the high technical quality of the videotapes. First, it was possible to make kinescope transfers of the tapes which are nearly as high quality as the tapes themselves. Such kinescopes are not satisfactory unless the quality of the master tape is excellent. In addition, the producer of the tapes (Mr. Alfred Slote, The University of Michigan Television Center) requested that several of the tapes be entered in the American Guidance Association Film and Tape Festival, evidence of his professional judgment that the tapes were of exceptionally high quality. Finally, the Alabama Public Television Corporation requested permission to broadcast certain of the tapes as part of a series of programs which they were producing.

Workshop Booklets and Workshop Leaders' Manual

While activities in the workshops vary according to the content being presented, a standard format was formulated to serve as a model for the development of each individual workshop. That plan is described below.

Introduction: The purpose of the workshop is explained.

Activity 1: Two theoretical models are described. Participants watch a behavior sequence (from the videotape Behavior Sequences.) In pairs, participants classify diagnostic statements and suggested intervention techniques as characteristic of one of the models under discussion.

Activity 2: Further exploration of the differences and similarities of the two models in relation to school problems is the goal of the second activity. The activity content varies according to the models being compared.

Program Videotape: Two experts, each representing a different model, discuss three of the behavior sequences from the Behavior Sequences tape. The sequences appear in the Program tape.

Discussion: Participants discuss the workshop and raise issues and questions relevant to their experiences.

Evaluation: Participants complete the Workshop Evaluation Form.

Self-Instructional Modules: Modules may be administered preliminary to the workshop or as workshop follow-up.

The most substantive revisions were made during the development of Workshop 1.

1) Materials necessary for Activity 1 and Activity 2 were altered to make them easier to use and reproduce. Initially, each activity was presented in a large envelope which contained numerous pieces of paper to be manipulated according to activity directions. Later, these materials were incorporated into a *Workshop Booklet*, and the materials altered to require no paper shuffling. The booklet can be easily reproduced (Xerox or multilith) so that each participant may have his own copy.

2) The workshop plan was made adaptable to a time period shorter than the two hour period originally required. While two hours remains the recommended time for a complete workshop, it was found that it was frequently necessary to conduct a workshop in a shorter time period. In that case, the time allotted for Activity 1 and discussion can be shortened, and Activity 2 is eliminated altogether. Then a modified workshop can be completed in one and one-half hours.

3) The technical problems arising from the use of videotapes became a matter of great concern as the tryouts

progressed. We discovered that there is great variability in the type and availability of video equipment in public schools and in universities. (In order to assess the situation more adequately, we carried out a complete post-card survey of our entire Audience to determine the kind of equipment available and the media preference of teacher trainers.) The videotapes had been originally produced in cassette form only. The widespread use of Porta-Pak systems, however, prompted us to provide our materials on 30 minute reels as well. This required some editing of the original tapes, which were slightly longer than 30 minutes.

Numerous problems arose in setting up the video equipment for the workshops. This prompted us to include a chapter in the *Workshop Leader's Manual* entitled "What to Do When You have Trouble With the Videotape Machine." This chapter was produced in consultation with experts at The University of Michigan Television Center, and was reviewed by college and public school media specialists.

4) We found that the size of the workshop (number of participants) should be determined by two factors: a) the size of the television monitor, and b) the logistics of conducting group and discussion activities. A small monitor (twelve inch - thirteen inch) can be used with a group no larger than fifteen. A large monitor (22 inch) may be used by a group as large as 30. In our experience, it is difficult to conduct a discussion with a group larger than

30, particularly if the participants are not previously acquainted with one another. Therefore, we recommend that the workshop size be limited to approximately 30.

5) In order to accommodate a larger group, and to solve some problems of availability of equipment, we have transferred all of the videotapes to 16mm film. Kinescope transfer from videotape is often chancy, but our tapes were of high quality, and the transfer was completed successfully.

Workshop tryout and revision. The standard workshop format was established through extensive tryouts of the plan for Workshop 1, and alterations in the format for other workshops were made as problems arose. Thus, a larger number of tryouts were necessary for Workshop 1 than for other Workshops. Tryout groups were selected to comply with the following requirements. (See Table 8.)

1) Groups should vary in size. (Workshops were given with groups as small as four and as large as 96.)
2) The plan should be tested with both pre-service and in-service teachers. (Of the tryout participants; 434 were in-service teachers, 92 were pre-service teachers; and 193 were graduate level students, both in-service and pre-service teachers.
3) The plan should be tested with both elementary and secondary students. (Of the tryout partici-

TABLE 8

CHARACTERISTICS OF TRYOUT GROUPS (Developmental Workshops)

Workshop	Number of Participants*	Teaching Level						Teaching Area				Experience**				Sex**	
		Public School			University			Spec. Ed.	Gen. Ed.	Para.	Other	In. Tr.	0-2	3-9	10+	F	M
		Pre.	El.	Sec.	Under.	Grad.	Other										
1	4		4						4			--	--	--	--	--	--
1	26		26					4	22			--	--	--	--	--	--
1	18		18					18				--	--	--	--	--	--
1	62			62					62			--	--	--	--	--	--
1	30		30					30				--	--	--	--	--	--
1	11			11				11				--	--	--	--	--	--
1	18		8	7			3	4	11		3	4	1	7	6	11	7
1	11					11		3	3	1	4	1	5	1		8	3
1	18					18		12	3		1	3	6	7	1	13	5
1	18					18			10		10	2	3	8		8	10
1	39					39		5	29	1	4	17	11	6	2	32	7
1	11					11		4	4		3	2	3	5	1	10	1
1	39		16	8			15	30	2		8	9	11	12	3	32	7
Total 13	305	0	102	88	0	97	18	121	150	2	33	31	40	46	13	114	40
2	45		29	16				1	38	1	4	3	0	19	24	33	12
2	36		24	8			4	2	32			0	3	13	19	30	6
2	34		18	9			7	25	4	1	4	5	14	5	10	25	9
2	25		19	6				2	20		3	1	0	10	14	20	5
2	9				9				8		1	8	0	1	0	9	0
2	8					8		5			2	1	4	0	1	6	2
2	44				44			44				42	0	0	2	43	1
Total 7	201	0	90	39	53	8	11	79	102	2	14	60	21	48	70	166	35

TABLE 8 (Cont.)

CHARACTERISTICS OF TRYOUT GROUPS (Developmental Workshops)

Workshop	Number of Participants*	Teaching Level						Teaching Area				Experience**				Sex**	
		Public School			University												
		Pre.	El.	Sec.	Under.	Grad.	Other	Spec. Ed.	Gen. Ed.	Para.	Other	In. Tr.				F	M
3	18		18					18				0	3	15	0	18	0
3	18							1	11		6	0	0	8	10	15	3
3	18	18							4	3	11	4	2	9	3	17	1
3	18				18			18				18				18	0
3	13					13		2	5	1	7	8	5	0	0	13	0
3	19					19		11	4	1	3	6	3	8	2	17	2
3	9					9		5	2	0	2	0	3	6	0	8	1
Total 7	113	18	36	0	18	41	0	55	26	5	29	36	15	46	6	106	7
4	9		3	4			2	4	4	0	1	0	3	5	1	9	0
4	15				15			13	1	0	1	12	0	2	1	14	1
4	6				6				6			5	0	1	0	5	1
4	22					22		11	2	1	8	1	3	15	3	17	5
4	18		6	12				2	13	0	3	0	0	9	9	14	4
Total 5	70	0	9	16	21	22	2	30	26	1	13	18	6	32	14	59	11
5	18		8	10				1	13	0	4	3	1	6	8	12	6
5	12					12		8	2	0	2	0	1	9	2	8	4
5	13					13		3	4	0	6	0	1	8	4	8	5
5	18		6	12				2	13	0	3	0	0	9	9	14	4
Total 4	61	0	14	22	0	25	0	14	32	0	15	3	3	32	23	42	19
GRAND TOTAL 36	750	18	251	165	92	193	31	299	336	10	104	148	85	204	125	487	112

* Number of completed evaluation forms. Actual number of participants exceeded this number. Descriptive categories may be incomplete, due to items left blank on individual forms.

** These items not included on early versions of the evaluation forms.

pants, 251 were elementary school teachers, 165 were secondary school teachers, and eighteen were pre-school teachers.)

4) The plan should be tested with both special educators and general educators. (Of the tryout participants, 299 were special educators and 336 were general educators.)

All of the requirements were met by the tryout groups.

Each activity in the Workshop plan was tested and revised on the basis of data collected from developmental tryouts conducted by Project staff members. The following were sources of information which led to revisions:

1) the observations of Project staff as they conducted the workshops;
2) verbal feedback from workshop participants;
3) written feedback from workshop participants (Workshop Evaluation Forms).

As problems arose in the administration of the workshop plan, revisions were made and immediately included in the subsequent workshop tryout so that feedback could be received on the changes.

Workshop evaluation. A total Evaluation Plan was designed for the Project using the Discrepancy Evaluation Model, with the help of the Evaluation Research Center at The University of Virginia. Information gathered in the implementation of that plan was utilized to revise and

improve the workshop materials (formative evaluation). As a part of that plan, we made several decisions about the evaluation of workshop effectiveness. We had, first of all, to define what was meant by an "effective workshop."

The Videotape Project workshop is effective if:

1. Participants are satisfied that their expectancies were met.
2. Participants gain knowledge about the models under discussion.
3. Participants demonstrate increased options in handling behavior problems in the classroom.
4. Participants demonstrate changes in behavior or attitude as a result of the workshop experience.

Items 3 and 4, while highly desirable goals, were judged impractical to measure as a result of one two-hour workshop. Such changes require supportive conditions which cannot be provided in a single workshop. Consequently, the Project carried out an evaluation of the effectiveness of the entire series of five workshops when presented in the context of a university extension course. The results of this evaluation effort will be reported in the discussion of summative Project evaluation (Section IV).

Criteria for effectiveness of a single workshop, then, are items 1 and 2. Participant satisfaction, being a subjective judgment, is measured by asking participants whether their expectancies were met. Increased knowledge

is measured both subjectively and objectively. Information about the models is found primarily in the self-instructional modules which accompany the workshop. Each module contains a pretest and post-test, which are used to measure knowledge gained. Results are found in the next section of this report describing the development of the modules. Activities in the workshop are designed to help participants apply the models to real situations and to demonstrate implications of the models for educational practice. We utilize subjective measures to determine the effectiveness of the workshop in providing such insight. Participants are asked whether they learned anything new, and whether they gained clarification of their own theoretical position. In addition, we were interested in the extent to which participants viewed each activity as contributing to the general effectiveness of the workshop.

Lacking an established standard for effectiveness of a workshop experience, we arbitrarily set the standard at 55 percent. That is, a workshop is effective if 55 percent of the participants respond positively to the subjective evaluation questions. Similarly, an activity is considered an effective part of the workshop plan if it is so perceived by 55 percent of the participants. (A 55 percent standard may seem low as a criterion for effectiveness. However, we found that feelings of teachers about in-service activities are extremely negative to begin with. Teachers

TABLE 9

EVALUATION OF THE EFFECTIVENESS OF VIDEOTAPE WORKSHOP ACTIVITIES (Developmental Workshops)

Workshop	Questions								
	Did you learn anything new, or get any new ideas?			Has this workshop helped you clarify your theoretical position?			Were some of your expectancies met in the workshop?		
	n	%yes	%no	n	%yes	%no	n	%yes	%no
1	198	75%	25%	88	65%	35%	156	95%	5%
2	180	88%	12%	167	63%	37%	170	94%	6%
3	113	87%	13%	116	60%	40%	104	91%	9%
4	52	90%	10%	52	60%	40%	53	96%	4%
5	61	84%	16%	61	64%	36%	61	92%	8%

Workshop	Rate the effectiveness of: Activity 1				Activity 2				Program Videotape				Overall Effectiveness of the Workshop			
	n	Effective	Neutral	Ineffective	n	Effective	Neutral	Ineffective	n	Effective	Neutral	Ineffective	n	Effective	Neutral	Ineffective
1	198	63%	25%	12%	180	56%	27%	17%	163	74%	15%	11%	164	68%	23%	9%
2	192	67%	26%	7%	193	67%	25%	8%	192	78%	17%	5%	171	81%	13%	6%
3	102	64%	29%	7%	98	77%	22%	11%	109	79%	13%	8%	110	78%	13%	9%
4	52	65%	33%	2%	52	71%	25%	4%	62	89%	10%	1	52	85%	13%	2%
5	61	67%	23%	10%	59	68%	22%	10%	60	65%	17%	18%	60	68%	18%	14%

are usually forced to attend the meeting and frequently have little choice about the topic to be discussed. Many indicate that they consider in-service education to be a waste of time. Therefore, we felt that, if a majority of teachers responded positively to the program, it could be considered effective.) Having exceeded our standard for all questions in the evaluation of Program 1, we maintained that standard for succeeding workshops. Results of the developmental tryout workshops are shown in Table 9. Since not all participants answered all evaluation questions, and since fewer tryouts were necessary for the later workshops, the number of responses to each question is different. To facilitate interpretation, responses are reported as percentages of those responding to the question. The number of responses is also given.

Responses to the evaluation questions indicate that our standards were met in every case. The five workshops were judged about equivalent in clarifying personal theoretical positions (60% - 65%), and in meeting the expectancies of the participants (91% - 96%). Workshops 2, 3, 4, and 5 seem to have presented more new ideas (94% - 90%) than did Workshop 1 (75%). Workshop 1 presents the views most familiar to teachers: the psychodynamic position and the behavioral position.

We asked participants to rate the effectiveness of each component in the workshop, as well as the effectiveness

of the workshop as a whole. Our goal was that each activity in the workshop should be viewed as effective by a majority of the participants, a goal that was met in every case (56% - 89%). Activity 1 and Activity 2 are designed to prepare trainees for the Program Videotape, which is the focus of the workshop. It was appropriate, therefore, that for Workshops 1, 2, 3 and 4, the videotape received a more positive response than did the activities. The Workshop 5 videotape presents views which are very upsetting to many teachers (that public education is failing, that deviance is creative, etc.), and that may account for the lower relative rating of the videotape. In rating the overall effectiveness of the workshop, the standard of effectiveness established for the first workshop was attained or surpassed by all succeeding workshops.

Some of the comments from developmental workshop participants appear below:

"The tapes are a very effective teaching device."

"Enjoyable and informative. This shows the need to look at a situation from different points of view."

"I liked the combination involving activities and observation via videotape."

"The activities gave me an opportunity to rethink my position again."

"There is a great need for this type of workshop."

"This was a good introduction. I'd like to hear more."

TABLE 10

LOCATION AND CHARACTERISTICS OF FIELD TRYOUT

WORKSHOP SITES

Work-shop	Location	Public School	College Class	No. of Partic.	Volun-teer	Paid
1	Boulder, Colorado	x		48		x
1	Farmington, Maine		x	25		x
1	Athens, Georgia		x	10	x	
1	Davenport, Iowa		x	9	x	
1	Des Moines, Iowa		x	7	x	
1	Hattiesburg, Miss.		x	12	x	
1	Ann Arbor, Michigan		x	8	x	
1	Memphis, Tennessee		x	9	x	
1	Farmington, Maine		x	11	x	
1	Rural, Maine	x		13	x	
2	Saginaw, Michigan	x		30	x	
2	Ypsilanti, Michigan	x		18	x	
2	San Francisco, Calif.		x	23		x
2	Saginaw, Michigan	x		32	x	
3	Tuscaloosa, Alabama	x		14		x
3	Saginaw, Michigan	x		26	x	
3	Dekalb, Illinois		x	21		x
4	Moab, Utah	x		20		x
4	Terre Haute, Indiana		x	18		x
5	Monmouth, Oregon	x		20		x
5	New Haven, Connecticut		x	13		x

After completing the local tryouts and making any indicated revisions of materials, the next step in the development of the workshop materials was to ask certain members of our Project Audience to conduct the workshop with their training groups, and to give us feedback on their experiences. These consultants were paid $50 for their assistance. The field tryout workshops had two purposes: first, they provided information about any deficiencies in the *Workshop Leader's Manual* and additional suggestions for improving the workshop; second, the field tryouts were a means of disseminating the materials. After all tryout data were in and revisions had been made, the packages were available from the Project for a nominal rental charge to handle the costs of packaging and mailing the videotapes ($4.00/tape). We asked those who rented the packages to voluntarily send us feedback on their experience, and several teacher trainers did that. We added this information to our field tryout data. Table 10 lists the location and characteristics of the field tryout sites. In accordance with plans stated in our original proposal, tryouts were conducted in all geographic regions, in urban and rural areas, in public school and college class settings, and with groups ranging in size from seven to 48.

Evaluation data from the field tryout groups appear in Table 11. Evaluations by participants in field workshops were either equivalent to, or slightly more positive than,

TABLE 11

EVALUATION OF THE EFFECTIVENESS OF VIDEOTAPE WORKSHOP ACTIVITIES (Field Tryout Workshops)

Workshop	Questions: Did you learn anything new, or get any new ideas? n	%yes	%no	Has this workshop helped you clarify your theoretical position? n	%yes	%no	Were some of your expectancies met in the workshop? n	%yes	%no
Workshop 1	335	94%	6%	172	84%	16%	171	96%	4%
Workshop 2	64	92%	8%	68	72%	28%	68	88%	12%
Workshop 3	63	92%	8%	62	79%	21%	63	94%	6%
Workshop 4	35	100%	0	36	100%	0	36	69%	31%
Workshop 5	32	78%	22%	30	70%	30%	31	77%	23%

Workshop	Rate the effectiveness of: Activity 1 n	Effective	Neutral	Ineffective	Activity 2 n	Effective	Neutral	Ineffective	Program Videotape n	Effective	Neutral	Ineffective	Overall effectiveness of the Workshop n	Effective	Neutral	Ineffective
1	171	78%	18%	4%	148	80%	18%	2%	178	93%	5%	2%	176	91%	8%	1%
2	67	76%	19%	5%	67	82%	13%	5%	65	75%	20%	5%	66	79%	18%	3%
3	63	65%	29%	6%	49	57%	33%	10%	63	76%	21%	3%	63	78%	21%	1%
4	37	65%	32%	3%	36	75%	22%	3%	36	72%	22%	6%	36	81%	14%	5%
5	33	85%	3%	12%	33	79%	12%	9%	31	71%	13%	16%	33	64%	21%	15%

those of participants in the developmental workshops (Table 9). By averaging the data for the five workshops, 91.2% of the field workshop participants felt they had learned something new or gotten new ideas, as opposed to 84.8% of those in developmental workshops. In the field workshops, 80% felt that their theoretical position had been clarified, while 62.4% made this judgement in the developmental workshops. In overall effectiveness of the workshops, 78.6% of the field workshop group judged the workshop effective, while a similar 76% of the developmental workshop group judged the workshops effective.

The two workshop activities were judged effective by between 57% - 85% of the field workshop participants. In the developmental workshops, between 56% - 77% judged the activities effective. In all cases, the evaluation exceeded the standard established for the developmental workshops (55%). Of the five workshops, Workshop 1 received the highest ratings by the field workshop participants and Workshop 5 received the lowest ratings. The relatively lower rating of Workshop 5 may be due to the nature of the workshop content. While some participants reacted very positively to the "alternative views" presented, others indicated in their informal comments that they felt the ideas presented were impractical or destructive for those working in a school setting. Both field workshop leaders commented positively, however, on the provocative nature of

TABLE 12

SUMMARY OF FEEDBACK FROM REVIEW AUDIENCE ON WORKSHOP MATERIALS

Workshop	No. of Reviews	% of Reviewers Recommending Materials for Various Training Groups: In-Service Teachers		College Courses		
		Sp. Ed.	Reg. Ed.	Und. Sp. Ed.	Und. Reg. Ed.	Grad.
1 (Psych-Beh)	38	92%	100%	95%	92%	45%
2 (Beh-Bio)	20	95%	95%	95%	80%	90%
3 (Psych-Soc)	16	100%	100%	94%	88%	88%
4 (Beh-Eco)	9	78%	89%	89%	100%	67%
5 (Alt)	11	82%	100%	82%	91%	82%
Total	94					

Workshop	Relevance of Material to Training Goals				Anticipated Effectiveness with Training Group				Probable Inclusion in Training Program				
	n	Rel.	Neutral	Irrel.	n	Eff.	Neutral	Ineff.	n	Req.	Rec.	Supp.	None
1 (Psych-Beh)	37	87%	6%	5%	37	89%	6%	5%	39	44%	36%	18%	2%
2 (Beh-Bio)	20	95%	5%	0	20	90%	5%	5%	21	38%	29%	29%	4%
3 (Psych-Soc)	16	94%	6%	0	15	100%	0	0	16	37%	37%	25%	1%
4 (Beh-Eco)	9	67%	33%	0	6	83%	17%	9%	9	44%	12%	44%	0
5 (Alt)	11	64%	27%	9%	11	64%	27%	9%	11	36%	10%	45%	9%

the workshop and indicated that the discussion which followed the workshop was a valuable aspect of the presentation.

Revisions on the workshop materials were made on the basis of feedback from field tryouts. Finally, copies of the revised materials were sent to those members of the Project Audience who had indicated their willingness to review materials. Final revisions were made on the basis of suggestions from this group. Table 12 summarizes certain of the feedback received from the Audience review group pertinent to relevance to particular training groups, anticipated effectiveness, and probable inclusion in their own programs.

Between 78% and 100% of the reviewers recommended the materials for in-service teachers (special education and regular education). Between 88% and 100% recommended the materials for undergraduate college course (special education and regular education). Somewhat fewer (45% - 90%) recommended that the materials be used in graduate level courses. Workshops 2 and 3 were seen as most relevant for the graduate level courses (90%, 88%), possibly because the biophysical and sociological models are not frequently included in training programs at the undergraduate level. Very few reviewers considered that the materials were irrelevant to their training goals (0 - 9%), and an average of 85.2% of reviewers anticipated that the workshops would be effective with their training groups. Between 46% and

80% indicated that they would include the workshops as required or recommended in their training programs. Between 18% and 45% viewed the workshops as supplementary material, and between 0 - 9% indicated that they would not include the materials in their programs.

Self-Instructional Modules

Although a part of the workshop package, the self-instructional modules were developed independently of the workshop itself. Each module presents basic information about a theoretical model as it relates to educational concerns. A module is between 30-40 pages long, and can be completed in approximately one hour. A bibliography of related readings for follow-up study is also included in each module booklet.

A standard format was developed to ensure equal coverage of major topics, and to facilitate comparison between models. The format is summarized below.

1. Pretest. (The learner's knowledge of the model is tested before he begins the module.)
2. A Brief History of the Position. (Some major trends on the field are reviewed. Famous persons in the area are mentioned.)
3. Terms and Concepts. (Some basic terms are defined and illustrated. This provides a conceptual overview of the field.)

4. Motivation and Human Behavior. (How does the model account for human behavior? Why do people behave as they do?)
5. Concept of Deviance. (How does the model account for deviant behavior? What is deviance?)
6. Diagnosis. (How are problems diagnosed? What information is gathered, and by whom?)
7. Goals of Intervention. (What is an intervention supposed to accomplish?)
8. Intervention Techniques. (What techniques and procedures are recommended to solve behavioral problems?)
9. Advantages and Disadvantages in an Educational Setting. (How can the model be useful to teachers? What are its shortcomings?)
10. Post-test. (The learner's knowledge of the model is tested after completing the module.)
11. Appendix. (For some of the models, a special application is presented. The content of this section depends upon the nature of the target model.)
12. Bibliography. (Suggestions for follow-up reading are presented.)

Module evaluation. A review and validation procedure was followed for each module. First, the completed module was submitted to several experts in the field. Revisions

were made on the basis of their observations. Next it was administered to a tryout group of at least fifteen students. They were asked to take the pretest and posttest, to respond in writing to all items in the module, and to indicate any difficulties they had in interpreting the text by writing in the margins of the module. Results of the tryout were tabulated and revisions were made. Finally, copies of the module were sent to all members of the Project Audience who had indicated their willingness to review Project materials. Final revisions were made on the basis of that feedback.

The standards used to evaluate the modules were the same as those used by the Office of Instructional Services at the University of Michigan. That office is charged with assisting professors in developing self-instructional modules to cover portions of their course content, and staff members of that office provided valuable consultation on the modules throughout their development phase.

It was necessary to try the module with a minimum of fifteen students at an appropriate training level. The module was considered effective if the average posttest score was 90% or better (and that the average pretest score was below the mastery level of 90%). On the module itself, the error rate must not exceed 10%, and any item missed by 20+% of the tryout group was revised. Such revisions consisted of rewording of confusing items and including

TABLE 13

DEVELOPMENTAL TRYOUT DATA FOR SELF-INSTRUCTIONAL MODULES

Module	N	Resp/ Test	Pretest Results Pretest Range	$\bar{X}$	%	Posttest Results Posttest Range	$\bar{X}$	%
Psychodynamic	15	54	34-54	44.7	83%	48-54	52.3	97%
Behavioral	19	35	20-35	29.7	85%	28-35	33.4	95%
Biophysical								
First tryout**	12	50	20-35	33.5	67%	40-49	45.3	91%
Second tryout	18	48	27-46	38.3	80%	44-48	46.8	97%
Sociological								
First tryout*	24	57	24-49	36.8	65%	42-57	49.1	86%
Second tryout	18	57	32-56	42.0	74%	48-57	51.3	90%
Ecological								
First tryout	22	52	26-49	37.5	72%	36-52	47.2	91%
Second tryout	19	52	25-52	38.8	75%	44-52	49.6	95%
Alternatives	24	50	25-48	38.6	77%	44-50	48.2	96%

Module	N	Resp/ Module	Module Results Errors	Error Rate	No. of Items Missed by 20+% of Tryout Group**
Psychodynamic	21	40	42	5.0%	4
Behavioral	22	38	49	5.8%	4
Biophysical	17	33	21	3.7%	2
Sociological	24	40	85	8.8%	3
Ecological	36	25	75	8.3%	6
Alternatives	19	26	40	8.1%	2

*Two tryouts were conducted when substantial revisions were made on the basis of the first tryout.
**All these items were later revised, either by changing the wording of the item itself or by including more explanatory material in the module.

more explanatory material in the module itself. When initial revisions were substantial, a second tryout was carried out to ensure that revisions also met the standards of effectiveness. This was necessary in the case of the Biophysical, Sociological and Ecological modules.

The developmental tryout data for all modules are summarized in Table 13. In all cases, relevant standards were attained. Average pretest scores ranged from 65% to 85%. Average posttest scores ranged from 90% to 96%. Error rates on the module items were between 5% and 8.8%, and there were between two and six "bad" items which required revision. The Sociological module was the most difficult for the students, a finding which agreed with the informal comments of reviewers who found it more "abstract" and "difficult conceptually."

Table 14 summarizes certain of the feedback from the review audience pertinent to relevance to particular training groups, recommended uses, relevance to training groups, anticipated effectiveness, and probable inclusion in their own programs. The modules were reviewed separately from the workshop booklet and manual, since it was anticipated that the modules would have a substantial independent usage apart from the context of the Videotape Project Workshops.

Between 70% and 100% of the review audience recommended the materials for use with in-service teachers (special

TABLE 14

SUMMARY OF FEEDBACK FROM REVIEW AUDIENCE ON SELF-INSTRUCTIONAL MODULES

Module	No. of Reviews	% of Reviewers Recommending Materials for Various Training Groups: In-service Teachers Sp.Ed.	Reg.Ed.	College Courses Und. Sp.Ed.	Und. Reg.Ed.	Grad.	% of Reviewers Recommending Various Uses for Materials: Workshop Prep. For	Part of	Fol. up	College Und.	Grad.
Psychodynamic	58	81%	76%	88%	81%	67%	38%	71%	16%	81%	62%
Behavioral	56	86%	91%	93%	86%	63%	45%	79%	23%	80%	59%
Biophysical	36	81%	89%	92%	86%	83%	53%	81%	33%	92%	72%
Sociological	31	77%	77%	81%	74%	84%	23%	81%	19%	65%	81%
Ecological	9	100%	100%	100%	89%	100%	11%	22%	0	33%	33%
Alternatives	10	90%	70%	60%	80%	80%	10%	40%	10%	30%	70%
Total	200										

Module	Relevance of Material to Training Goals n	Rel.	Neutral	Irrel.	Anticipated Effectiveness with Training Group n	Eff.	Neutral	Ineff.	Probable Inclusion in Training Program n	Req.	Rec.	Supp.	None
Psychodynamic	62	87%	8%	5%	51	86%	8%	6%	69	46%	21%	29%	4%
Behavioral	54	87%	7%	6%	54	81%	11%	8%	64	45%	20%	31%	4%
Biophysical	33	88%	9%	3%	33	88%	6%	6%	37	30%	16%	51%	3%
Sociological	31	61%	32%	7%	30	63%	30%	7%	32	22%	34%	38%	6%
Ecological	8	88%	12%	0	8	75%	25%	0	8	38%	25%	37%	0
Alternatives	9	89%	11%	0	9	89%	11%	0	9	33%	33%	33%	0

education and regular education), while approximately the same number recommended the materials for graduate level courses (63% - 100%). With the exception of the Sociological module, 87% - 89% of the reviewers indicated that the modules were relevant to their training goals. Only 63% felt that the Sociological module was relevant, possibly because this model is not commonly part of course content. An average of 80.3% of the reviewers felt that the materials would be effective with their training groups. Between 20% and 46% anticipated using the modules as required or recommended materials, between 29% and 51% would use the materials as supplementary, and between 0 - 6% would not include the materials in their training programs.

SECTION 3. DISSEMINATION OF PROJECT MATERIALS

In order to assure the widest possible distribution and use of Project materials, the following dissemination tasks were carried out:

1) Preparation and maintenance of a mailing list of teacher trainers (Project Audience);
2) Distribution of information and materials to Project Audience;
3) Supervision of field tryouts by some members of the Project Audience;
4) Rental distribution of completed videotape packages;
5) Presentation of Project materials at regional and national meetings of professional organizations.

Preparation and Maintenance of the Mailing List

The Videotape Training Packages in Child Variance Project mailing list consists of pre- and in-service teacher training personnel in different areas of the country. Various information sources were searched to collect the addresses of those individuals who are responsible for:

1) in-service training at the state level;
2) in-service training in large city school systems and in nearby suburban school systems;

3) in-service training in rural school systems in different geographical areas; and

4) pre-service teacher training programs in the fields of special education, elementary education, and secondary education (or guidance and counseling).

The list of state level personnel responsible for teacher training was compiled from the *National Directory of State Agencies* (published by Information Resources Press, 1972). The state level personnel chosen were the commissioners or superintendents of the 50 state departments of education and that of the District of Columbia, a total of 51 people.

A decision was made to include the school superintendents of the 50 most populous cities. This information was obtained from the *County and City Data Book* (published by the Bureau of Census, 1972). Once we completed the list of 50 largest cities in the nation, the telephone directory of each city was used to find the exact address of the superintendent of the school system. For suburban school systems, *Education Directory: Elementary and Secondary Education, Public School Systems, 1973-1974* (published by the National Center for Educational Statistics) was consulted and one suburban school system for each of the 50 large cities was chosen.

To compile the geographically representative list of rural school systems, we utilized the strategy used by the

Bureau of Census in their national census. The entire nation is divided into nine geographical regions: New England, Mid-Atlantic, South Atlantic, East North Central, East South Central, West North Central, West South Central, Mountain, and Pacific areas. Two states were selected randomly from each of these nine geographical regions: Arizona, Arkansas, California, Georgia, Kansas, Kentucky, Maine, Massachusetts, Minnesota, Missouri, New York, Montana, Ohio, Pennsylvania, Texas, Virginia, Washington, and Wisconsin. From each state, we selected two rural school systems. An attempt was made to select systems representing different parts of each state. For this work, the *National Atlas of the USA* (published by the US Department of Interior, 1970) was consulted. Consequently, the final list contains school systems in 36 counties, relatively evenly dispersed across the nation. To this list we added one county each from Alaska and Hawaii. Having selected 38 counties, we then used the *Education Directory* (see above) to compile the exact addresses of the superintendents of these 38 county school systems.

The last portion of the mailing list contains the names of personnel responsible for pre-service teacher training programs in the fields of special education, elementary education, and secondary education (or guidance and counseling). To select this group, we carried out these steps: 1) gather information concerning the programs and enrollment of the universities and colleges across the nation; 2) list the

universities and colleges which have substantial enrollment in each of the above three fields by state; 3) compare schools with each other in terms of program and size of enrollment; 4) on the basis of number (3) select three universities (or colleges) from each state in such a way that each of the three schools will represent either a special education program, an elementary education program, or a secondary education (or guidance counseling) program. In making this selection, priority was first given to the special education program. In other words, if the school had large programs in more than one area, then it was selected to represent the special education program for the state. If a school had programs in both elementary and secondary education, priority was given to the elementary program. In this way, we were able to select 50 departments of special education, one from each state. However, we were not able to include 50 departments of elementary education, nor 50 departments of secondary education, since several of the states have only one university which offers programs in each of these fields. Consequently, we selected only 33 elementary education departments and 40 secondary education (or guidance and counseling) departments. Some widely-known universities were not originally included because they were reported to have only a general education program. We added those schools which were known to be active in training special education teachers even though

TABLE 15

VIDEOTAPE PROJECT AUDIENCE DISTRIBUTION BY TRAINING GROUP

Training Groups	Letters Sent	No. of Responses	Rate of Response	Level of Involvement A*	B*	C*
State Personnel	84	25	.30	13	6	6
Large City School Systems	50	58	1.16**	28	16	14
Suburban School Systems	43	49	1.14**	26	7	16
Rural School Systems	42	15	.36	9	5	1
College Depts. of Special Education	208	265	1.27**	78	26	161
College Depts. of Elementary Education	33	31	.94	12	6	13
College Depts. of Secondary Education	40	12	.30	6	3	3
College Programs of School Psychology	31	27	.87	11	10	6
Instructional Media Centers	0	5	-	2	1	2
Other (unspecified)	299	124	.41	92	11	21
Total	862	611	.71	277	91	243

*Audiences A, B, and C requested the following levels of involvement: Audience A will receive announcements of Project materials and regular reports on the progress of the Project. Audience B will receive the self-instructional modules for review in addition to the above. Audience C will receive the printed workshop materials in addition to the above, and selected members of this audience will be asked to conduct field tryouts for the Project.

**The response greater than 100% is due to numerous word-of-mouth referrals by recipients of the Project description, and by the voluntary participation of individuals contacted through workshops or other Project presentations.

TABLE 16

VIDEOTAPE PROJECT AUDIENCE DISTRIBUTION BY REGION

Region	No. of Responses	Level of Involvement		
		Audience A: Announcement	Audience B: Review	Audience C: Field Tryout
New England	42	14	5	23
Mid Atlantic	46	20	12	14
South Atlantic	73	28	10	35
East North Central	143	80	21	42
East South Central	42	21	8	13
West North Central	79	26	7	46
West South Central	36	19	4	13
Mountain	64	27	9	28
Pacific	63	28	13	22
Virgin Islands, Puerto Rico	3	2	0	1
Outside USA	20	12	2	6
	611	277	91	243

they did not appear in our source. At a later time we added the remaining departments of special education as a result of requests from teacher trainers not originally included. We also added departments of school psychology.

In addition to the above list, we were able to obtain a mailing list compiled and used by the Conceptual Project in Child Variance. Included in this list were 101 departments of special education, 33 state level consultants in the field of special education, nineteen Special Education Instructional Material Centers (SEIMC's), and 246 individual persons who had either actively participated or been very much interested in the Child Variance Project. Since the present Project was an extension of the Child Variance Project, we informed them of our work and gave them an opportunity to participate in the Project.

This initial mailing list consisted of 862 teacher-trainers with a variety of training groups (see Table 15). representing all regions of the country (see Table 16).

Contact procedure. The following plan for contacting those on the initial mailing list was carried out. We wrote a letter introducing our Project to the potential audience. In this letter, we described the background of the Project and asked for the recipient's participation. As members of the Project Audience, they might a) be informed of the progress of the Project, b) review the materials as they were produced, or c) use the materials in a classroom or

workshop setting. We designed a self-addressed postpaid reply postcard to be used by the respondents. On this card a respondent might simply check the appropriate participation category. We also provided space for address correction. Finally, we asked the respondent to recommend names of other people who might be interested in our Project. Only those who returned the postcard were included as part of the Project Audience for future mailings.

Response to the initial mailing of 862 was substantial. A total response of 611 (71%) percent was obtained, significantly greater than usually expected from mail solicitation. Standards for response from material of this sort are not established. However, a response rate of twenty percent from a highly qualified list (such as ours) is considered exceptional by publishers of educational materials. Acceptance of the Project goals was also indicated by the willingness of the audience members to refer others to the Project.

Names were added to the Project Audience list throughout the duration of the Project, as individuals indicated their desire to be placed on List A, B, or C. Generally, these people had heard about the Project by word-of-mouth, or had attended presentations by Project staff.

Distribution of Information and Materials

To inform our Audience of the activities of the Project, we completed several mailings to the total Audience (Audience A), and other mailings to those interested in

TABLE 17

RECORD OF BULK MAILINGS TO VIDEOTAPE PROJECT AUDIENCES*

Date	Item(s)	No. of Pieces	Audience: A	B	C
9/15/76	Introductory letter to potential audience; self-addressed postcard	467	Potential Audience		
10/22/76	Introductory letter to potential audience; self-addressed postcard	313	Potential Audience		
1/20/77	Memo; Project Description	402	A		
6/9/77	Announcement (Package 1)	462	A		
7/1/77	Memo; Behavioral Module; Psychodynamic Module; Feedback Sheets	353		B	
8/9/77	Memo; Workshop 1 Booklet; Workshop 1 Leader's Manual; Feedback Sheets	219			C
8/24/77	Audio-visual equipment survey; Return post-paid postcard	458	A		
11/21/77	Announcements (Package 2)	459	A		
12/22/77	Memo; Biophysical Module; Feedback Sheet	344		B	
2/28/78	Announcement (Package 3)	587	A		
3/20/78	Memo; Sociological Module; Feedback Form	354		B	
3/22/78	Memo; Workshop 2 Booklet; Workshop 2 Leader's Manual; Workshop 3 Booklet; Workshop 3 Leader's Manual; Feedback Sheets	263			C
3/31/78	Composite Models Survey; Return post-paid postcard	340		B	
4/13/78	Memo; Workshop 4 Booklet; Workshop 4 Leader's Manual; Workshop 5 Booklet; Workshop 5 Leader's Manual; Feedback Sheets	263			C
5/1/78	Memo; Ecological Module; Alternatives Module; Feedback Sheets	328		B	
5/30/78	Memo; Announcement (All Packages)		A		

*Additional non-bulk mailings are not reported here.

reviewing materials (Audience B and C). Mailings to Audience A consisted of progress reports about the project and announcements of the availability of completed videotape packages. Audience B received copies of the self-instructional modules for review, and were polled regarding a test of knowledge of the models which was used in the evaluation of the Project materials. Audience C received copies of the workshop materials for review. (Audience A includes Audience B and C; Audience B includes Audience C.) A complete list of all Project communications appears in Table 17.

Supervision of Field Tryouts

The field tryouts of the Videotape Project workshops served the dual purposes of providing developmental data and providing dissemination. The location and size of field tryout workshops appear in Table 10, p. 48. The evaluation data from these workshops appear in Table 11, p. 50. In all, 21 field tryout workshops were conducted, and a total of 401 trainees participated in the workshops.

Rental Distribution of Videotape Packages

As soon as each package was complete, it was made available to the Project Audience for a minimal handling charge to cover postage and packaging costs ($4.00 per tape). In August 1977, the Project conducted a postcard survey of Audience A to determine the availability of videotape equipment and the media preferences of Audience members.

TABLE 18

AVAILABILITY OF AND EXPERIENCE WITH VIDEOTAPE EQUIPMENT BY VIDEOTAPE PROJECT AUDIENCE

	Letters Sent	Total Resp.	Resp. Rate	Yes	No
1. Videotape player available?	458	252	55%	240	12

2. Type of player?	n	B & W	Color	Both	4"	7"	Both
Reel to reel:	189	81%	37%	29%	32%	66%	26%
Cassette:	156	47%	83%	31%	--	--	--

3. Type of monitor?	n	B & W	Color	Both	
	235	78%	60%	39%	
Screen size?	n	12-14"	15-18"	19+"	All
	185	47%	56%	70%	16%

	n	Yes	No
4. Can you operate it?	233	92%	8%
5. Have you operated it?	234	92%	8%

	n	Videotape	Film	Either
6. Do you prefer?	229	48%	20%	32%

TABLE 19

RENTAL DISTRIBUTION OF VIDEOTAPE PROJECT TAPES

Month	Total	Behavior Sequences*	Videotapes Ordered (194 Individual Orders) Program 1	Program 2	Program 3	Program 4	Program 5
1977							
June	8	4	4				
July	36	18	17	1			
Aug	18	9	9				
Sept	48	24	21	3			
Oct	34	17	15	2			
Nov	34	17	12	3	2		
Dec	26	13	8	4	1		
1978							
Jan	81	41	18	21	1		
Feb	54	27	10	16	1		
Mar	100	50	21	23	6		
Apr	78	39	5	11	14	5	4
May**	38	19	5	4	4	3	3
TOTAL	555	278	145	88	29	8	7

* The Behavior Sequences tape was a part of every package order. When more than one package was ordered by an individual, only one copy of the Behavior Sequences tape was included. Thus, the figures above represent the number of orders for the tape, but not the number of tapes actually circulating (a smaller number).

** Due to the termination of the Project, we were unable to fill 26 orders for 85 tapes we received in May.

The results of this survey indicated that tapes should be made available on both cassettes and reels (see Table 18).

A final report of the distribution of videotapes by the Project appears in Table 19. Rental orders for a total of 555 videotapes were fulfilled during the twelve month period in which tapes were available. Orders for an additional 85 tapes were received in May, but we were unable to fill these due to the termination of the Project. During the months of January through April, 1978, when Programs 1, 2 and 3 were generally available to our Audience, the Project received orders for an average of 78 tapes per month. Of the tapes ordered, 211 (38%) requests were for reels, and 344 requests (62%) were for cassettes. The total number of individual orders received by the Project was 220. Each order was for an average of 2.91 tapes.

Presentations at Professional Meetings

As part of the dissemination effort, staff members made presentations at regional and national meetings of professional organizations. The goal of these presentations was to provide an overview of the Project and its products to teacher trainers who might wish to incorporate the materials into their training program. Therefore "Special Workshop" materials were designed for this purpose. The final "Special Workshop Booklet: Project Overview" is included as an appendix to this report. In Table 20, the Project presentations are listed, along with the date and location for each presentation.

TABLE 20

VIDEOTAPE PROJECT PRESENTATIONS AT PROFESSIONAL MEETINGS

Date	Organization	Location	Approx. Size of Aud.
4/11/77	National Council for Exceptional Children	Atlanta, GA	20
10/14/77	Regional Council for Exceptional Children	Portland, OR	75
10/28/77	Regional Council for Exceptional Children	Albuquerque, NM	40
11/19/77	Regional Council for Exceptional Children	Madison, WI	45
4/06/78	Regional Council for Exceptional Children	Farmington, ME	160
5/02/78	National Council for Exceptional Children	Kansas City, MO	*
4/24/78	International Association of Workers for Maladjusted Children	Montreal, Quebec	200
5/24/78	Advanced Institute for Training Teachers of the Seriously Emotionally Disturbed	Minneapolis, MN	40

* In spite of assurances from the Program Committee of CEC that the Videotape Project would be on the program for the 1978 Convention, our presentation did not appear on either the original schedule or on the revised schedule. By the time the problem was brought to our attention, there was nothing that could be done. Consequently, the Project was unable to present at the meeting.

Summary: Dissemination Impact

One way to gauge the total impact of Project dissemination activities is to estimate the amount and type of contact with teacher trainers (and other interested professionals) made by the Project. Two kinds of contact were made: information contact and training contact. Date on Project contacts are summarized in Table 21.

Information contact consisted of mailings to Project Audience and presentations at professional meetings which focused on describing the Project and materials rather than on providing training. Information of this sort was provided to 862 individuals through the initial Project mailing, and to an additional 135 through subsequent mail contacts. A total of 580 persons attended presentations at professional meetings. Thus, information contact reached a total of 1,577 people.

Training contact was accomplished by Project staff (through developmental workshops), by field testers of Project workshops, and by those who rented videotapes from the Project. In order to determine the average number of viewers for each rental tape, a random sample of 25 names was selected from those who had rented tapes from June-December 1977. These people were contacted by telephone and asked to estimate the number of trainees who had viewed the tape in the context of a workshop or some other training session. The average number of viewers/tape was 30. Training by Project staff reached a total of 770 teachers;

TABLE 21

DISSEMINATION IMPACT THROUGH INFORMATION CONTACT, TRAINING CONTACT, AND AUDIENCE RESPONSE

Information Contact	No. of Persons
Initial mailing	862
Subsequent mailings	135
Presentations at professional meetings	580
Total	1,577

Training Contact	No. of Persons
Developmental workshops	770
Field workshops	387
Videotape Package rentals	8,310
Total	9,467

Audience Response	No. of Persons
Inquiries (mail)	135
Feedback forms	284
Videotape Package orders	210
Total	629

field workshops reached an additional 387 trainees, videotape rentals reached an audience of 8,310. A total of 9,467 teachers received training through Project efforts.

A second estimate of dissemination impact may be made by tabulating the various responses of Audience members. These responses consisted of inquiries regarding Project activities, feedback forms returned to the Project, and orders for the Videotape Packages. During the two years of Project activity, 135 inquiries were received. A total of 284 feedback forms were returned to the Project, and 210 orders were received for Videotape Packages. Thus, 629 responses were received from teacher trainers.

SECTION 4. EVALUATION

Formulation of Evaluation Concerns

Five evaluation concerns were identified as a result of the analysis carried out in accordance with the Discrepancy Evaluation Model. These are described in Table 22. The following criteria were used to determine evaluation concerns.

1) Inputs should be evaluated when success of a component is largely dependent on the input.
2) Outputs should be evaluated which are (a) critical inputs of other components, or (b) specified goals or objectives of the Project.
3) Processes should be evaluated when (a) there is reason to believe that the process may not be functioning as planned, or (b) the process is a new, untested procedure.
4) Stated concerns of funding agencies should be evaluated.

These four criteria encompass both formative and summative evaluations. Criteria 1, 2a, 3a and 3b lead to the formulation of formative evaluation concerns, i.e., evaluation of ongoing activities and preliminary products for the purpose of adapting and revising them. Criteria 2b and 4 lead to primarily summative concerns, i.e., evaluation of products and procedures for the purpose of

determining fulfillment of stated goals and objectives, and for the purpose of making decisions about the utilization of outputs.

Concern 1. Extent of Need Perceived by Audience

The first evaluation concern was the extent of need perceived by the Project audience. Need for training materials on mainstreaming was a critical input for the Project. The Project outputs would not be utilized if teacher trainers did not need such materials. Three evaluation questions were formulated to determine whether the audience perceived such a need.

1) What percent of the potential audience responded to the first mailing from the Project?
2) What percent of the respondents wanted to review or try out materials?
3) What percent of respondents wanted to receive information only?

Information on the Project Audience and on procedures used to construct a mailing list is found on pages 61-68 of this report. Table 15, Videotape Project Audience Distribution by Training Group, (p. 65) provides information to answer the evaluation questions. A total of 862 letters were sent to potential audience members. Seventy-one percent of these responded positively (to become members of the Project Audience). Of the respondents, 54.66% were willing to review or try out materials. The remaining

TABLE 22

EVALUATION CONCERN ANALYSIS

Concern	Design Referent	Evaluation Questions	Information Need	Source of Information
1. Extent of need perceived by audience.	3.1	*What percent of the potential audience responded to the first mailing from Project?	· Size of total mailing. · Percent of response.	Mail count (in and out) Project files
	3.2	*What percent of the respondents wanted to review or tryout materials? (B & C) *What percent wanted to receive information only? (A)	· Percent of respondents checking A, B, and C on the returned post cards.	Post cards returned (files)
2. Quality of the videotapes (content and technical quality).	1.2	*Are the behavior sequences appropriate?	· Teacher's perceived problems. · Behaviors addressed by different models. · Dimension on which behaviors can be classified.	Teachers Child Variance Volumes Consultants, Project staff, Child Variance Vols.
	1.4	*Are the behavior sequences realistic?	· Perception of teachers and experts.	Teachers & Experts Consultants
	1.4	*Is the technical quality of the tapes adequate?	· Perception of adequacy by technicians, teachers and experts?	TV Center staff Experts Teachers Consultants
	1.2	*Are teachers' concerns being addressed?	· Teachers' concerns for each sequence.	Teachers Consultants
3. Effectiveness of the packages.	2.3 3.6	*Are trainees satisfied with the workshop & materials?	· Teachers perception of relevance to their needs. · Consistency with their expectations.	Questionnaire (to be constructed)
	3.4 3.6	*Are trainers satisfied with the packages?	· Trainers perception of 1) relevance to needs 2) Consistency with expectations.	Module review forms (to be constructed) Package feedback forms (to be constructed)
	2.3	*Do trainees show increased knowledge of the models?	· Trainees ability to identify critical features of models.	Criterion test from module (to be constructed)

	2.3	*Do trainees demonstrate changed attitudes toward mainstreaming? *Do trainees demonstrate increased flexibility in interpreting deviant behavior and in recommending interventions.	· Pre-post measures of attitude · Trainees ability to interpret behaviors in different ways and to recommend a variety of interventions.	Attitude survey Survey pre/post test (to be constructed)
4. Effectiveness and extent of dissemination.	3.3 3.4 3.5	*Did dissemination occur and what was the size of the effort?	· Record of all communication with audience.	Files
	3.6	*How many orders were there for the materials?	· # of modules ordered · # of videotape rentals · # of workshop plans · # of video trigger tapes ordered.	Files
	3.6	*Who ordered the materials?	· # of orders by region and target groups	Files
5. Impact of materials beyond the target audience.	3.2 3.3 3.4 3.6	*How many referrals were made by our audience?	· # of audience referrals	Files
	3.6	*What groups used materials other than the target audience?	· Size and kind of groups using materials · Materials that are being used by each group.	Files

89/a

45.34% asked to receive information about Project materials as they were produced.

Conclusion: The extent of need perceived by the Project audience was sufficient to justify the production of the Videotape Project materials.

Concern 2. Quality of the Videotapes

Since the videotapes produced by the Project were a critical component of the workshops it was necessary to evaluate the content and technical quality of the tapes. The workshops would be less effective than desired if the behavior sequences were not viewed as realistic and relevant by teachers, or if the technical quality of the takes were not adequate. Four evaluation questions were formulated to address this concern.

1) Are the behavior sequences appropriate?
2) Are the behavior sequences realistic?
3) Is the technical quality of the tapes adequate?
4) Are teachers' concerns being addressed (in the Program tapes)?

Questions (1) and (2) required an evaluation of the Behavior Sequences videotape. This was carried out before the Program tapes were made utilizing the sequences, so that revisions or deletions could be made if necessary. The results of that evaluation are found in Table 5, Behavior Sequences: Evaluation by Classroom Teachers (p. 29), and in Table 6, Rating Technical Quality (p. 31).

Nine groups of teacher (171 individuals, pre-service and in-service) evaluated the sequences. Since none of the sequences were rated "of little importance" by more than 21% of the teachers, we concluded that all of the sequences were appropriate and could be used in the workshops and in the Program tapes.

Teachers' ratings of "realism" and technical quality are necessarily subjective judgments. If the tapes were perceived as below the standards of other similar materials, viewers would respond to that deficiency rather than to the content of the tape. Therefore, we asked teachers to rate realism, photography and sound in relation to other similar materials.

In rating the realism of the sequences, 30% of the teachers judged them equivalent to others they had seen, and 68% judged them better than others they had seen. Thus 98% of the teachers indicated that the sequences were sufficiently realistic to be used in the workshops.

Only the Behavior Sequences videotape was evaluated by teachers for technical quality (photography and sound). Since that tape was the most complex to produce, any technical problems would be likely to occur there. All of the teachers who viewed the tapes (100%) rated the photography and sound as equivalent or superior to that in other tapes they had seen.

Other evidence of the technical quality of the videotapes is the fact that the producer and director of the

tapes selected two of them (Behavior Sequences and Program 2) to be submitted in the American Personnel and Guidance Film and Tape Festival in February, 1978. Two requests from public television stations (in Alabama and in New Hampshire) to broadcast portions of the tapes also indicates that the tapes are of professional caliber.

In order to ensure that teachers' concerns were being addressed in the expert's discussion of the sequences (Question 4), we asked the teachers who evaluated the Behavior Sequences to list questions which they would like to ask an expert about the situation depicted. From these questions, a list of key questions was formulated, from five to nine questions for each sequence. During the taping of each Program videotape, staff members raised these questions if they were not included in the spontaneous discussion following each sequence. After the taping, the discussion portion was monitored to ensure that at least 75% of the questions raised by teachers were addressed by the experts. That standard was reached or exceeded in all tapes.

Conclusion: The content and technical quality of the videotapes were of a relatively high level, and thus would not interfere with the effectiveness of the workshops.

Concern 3. Effectiveness of the Packages

Five evaluation questions were formulated to judge the effectiveness of the workshop packages.

1) Are trainees satisfied with the workshops and materials?
2) Are trainers satisfied with the packages?
3) Do trainees show increased knowledge of the models?
4) Do trainees demonstrate changed attitudes toward mainstreaming?
5) Do trainees demonstrate increased flexibility in interpreting deviant behavior and in recommending interventions?

Participant satisfaction. While extensive changes in knowledge attitude and behavior are desirable goals for in-service training experiences, it would be difficult to demonstrate such changes as a result of a single two-hour workshop. Participants enter the workshops with different levels of knowledge about the models under discussion, and with different attitudes as a result of various background experiences. Measurement of an increase in knowledge or of changes in attitude would require extensive testing at several levels. No time is available for such testing in a two-hour workshop, and participants would probably be impatient with any such effort. Thus, we were forced to use subjective judgments of participant satisfaction (Question 1) to indicate the effectiveness of

the workshop experience. We suggest that workshop participants are "satisfied" with the experience if

1) the workshop was consistent with at least some of their expectancies;
2) their personal theoretical position had been clarified;
3) they learned something new or got new ideas; and/or
4) they judged the workshop "effective."

Questions addressing each of these criteria appear on the Workshop Evaluation Form (see Appendix). This form was used with participants in all developmental and field tryout workshops. The results of that evaluation are found in Table 9 for the developmental workshops (p. 45) and in Table 11 for the field tryout workshops (p. 50). Table 23 presents the mean effectiveness data for the five workshops. The initial standard for effectiveness was a positive response by 55% of workshop participants (p. 44). That standard was exceeded for all evaluation questions. We concluded that participants were generally satisfied with the workshop experience.

TABLE 23

MEAN EFFECTIVENESS DATA FOR VIDEOTAPE PROJECT WORKSHOPS (PARTICIPANT RATINGS)

Evaluation Questions	Devel. Tryout n	Devel. Tryout $\bar{X}$%	Field Tryout n	Field Tryout $\bar{X}$%	Total N	Total $\bar{X}$%
Expectancies met	544	96%	369	90%	913	93%
Theoretical position clarified	484	62%	368	81%	852	71%
Learn something new	604	83%	529	93%	1133	88%
Workshop Effectiveness	567		374		941	
Effective		74%		83%		78%
Neutral		16%		14%		15%
Ineffective		9%		3%		7%

Trainer satisfaction. Workshop materials (tapes, booklets and modules) can be used in ways other than those specified by the Workshop Leader's Manual to meet specific training needs. Thus, the packages would be considered effective if teacher trainers were satisfied with them (Question 2), regardless of how they might be used. We suggest that teacher trainers are satisfied with the materials if those reviewing the materials indicate that

1) the materials are relevant to their training goals;
2) they anticipate that the materials would be effective; and/or
3) they intend to include the materials in their training programs.

Questions addressing these criteria appeared on the Feedback Forms sent with review copies of materials. Results of that evaluation are found in Table 12 for the Workshop Booklet and Manual (p. 52) and in Table 14 for the self-instructional modules. Table 24 presents the mean effectiveness data for the Project materials, based on teacher trainers' judgments.

TABLE 24
MEAN EFFECTIVENESS DATA FOR VIDEOTAPE PROJECT MATERIALS
(TRAINERS RATINGS)

Evaluation Questions	Wkshp. Mat. n	$\bar{X}$%	S-I Mod. n	$\bar{X}$%	Both N	$\bar{X}$%
Materials relevant to training goals.	93	85%	197	83%	290	84%
Anticipated effective with training group.	90	88%	185	81%	274	83%
Would include in training program (req., rec., or supp.)	96	96%	219	96%	315	96%

Over 80% of the trainers felt the materials were relevant and probably effective and 96% intended to incorporate them into their training programs. We concluded that the trainees were satisfied with the materials.

Series Tryout Group. Questions 3, 4 and 5 for Concern 3 (Effectiveness) deal with the effectiveness of Project materials in changing knowledge, attitudes and behavior of

trainees. While such changes would be unlikely to occur with one workshop, it is reasonable to suppose they might occur if all five workshops were conducted with one group over a period of several weeks. To investigate whether such changes occurred, and to determine more precisely the nature of the changes, a complete series of workshops was conducted with a group of 19 in-service teachers over a period of 10 weeks. The workshops were presented by a staff member in the context of a "mini-course." Two hours of college credit were given to those participants who completed the entire sequence. Ten weekly sessions were held after school in a school building in the district. Sessions varied from 1-1/2 to 3 hours. The first and last sessions were devoted to pre and post testing. Five sessions were utilized to present the five workshops. The remaining three sessions dealt with associated issues of concern to the participants. One of these dealt with the history and present state of mainstreaming, and was presented by staff members from The University of Michigan Dean's Project on Mainstreaming. A second session dealt with techniques of classroom management and was also presented by a guest lecturer from The University of Michigan. The third session dealt with problems of individualizing instruction, establishing objectives and testing for mastery. Participants volunteered to attend the sessions and paid half the tuition required for a two-hour extension course from The University of Michigan. The Project paid

the other half of the tuition in return for trainees agreeing to attend all sessions and to complete all written materials.

Knowledge of models. In order to test knowledge of the models, a composite test of information about the models was formulated. This 66 item Composite Models Test (see Appendix) was given during the first class session and repeated ten weeks later at the last session. Information about the models is primarily presented in the self-instructional modules, which had been completed in the intervening period and turned in to the instructor. Trainees were told not to study for the posttest, since the test score would not affect their grades in the course. The Composite Models posttest was used as a test of maintenance of information presented in the modules.

The mean pretest score for the series tryout group was 22.37 (34%), with a range of 12 (18-20). The mean posttest score was 37.79 (57%), with a range of 24 (26-50). The t for correlated means was 7.25 ($p < .001$), indicating that the difference between the means of pre and post test scores was significant (Table 25).

TABLE 25

ACHIEVEMENT OF THE SERIES TRYOUT GROUP ON THE COMPOSITE MODELS TEST

	N	$\bar{X}$ (Pre)	$\bar{Y}$ (Post)	$\bar{D}$	t	p
Composite Models Test	19	22.37	37.79	14	7.25	<.001

While learners greatly improved their scores on the Composite Models Test, post test achievement was considerably lower than might be expected ($\bar{X}$ of 57%). The adequacy of this score is difficult to assess since no standard exists for maintenance of knowledge of the models by in-service teachers. While the trainees significantly increased their scores, did they maintain an appropriate level of mastery? In an attempt to establish a standard for knowledge of models as measured by the Composite Models Test, the Videotape Project conducted a postcard survey of those members of the Project Audience who had received review copies of the modules. Return post-paid postcards were sent to 340 teacher trainers, and 52 of these were returned within two months (at which time the Project ended), a return rate of 15%. Respondents were asked to suggest a minimum entry level score for the pretest, i.e., a score below which trainees probably lacked critical entry skills to profit from the modules, and also to suggest a desired posttest score (mastery level). Results of this survey appear in Table 26.

TABLE 26

POSTCARD SURVEY OF SUGGESTED ENTRY-MASTERY LEVEL SCORES FOR THE COMPOSITE MODELS TEST

	Letters Sent	Replies	Resp. Rate	Suggested Entry Level	Suggested Mastery Level
Composite Models Test	340	52	15%	36%	83%

According to the standards suggested by the teacher trainers who responded to the postcard survey, the series tryout group was below the desired entry level of 36% (mean pretest scores of 34%) and failed to achieve the desired level of mastery of 83% (mean posttest score of 57%). There is some reason to question the validity of the standards suggested by the respondents to the post-card survey. Ten of the 19 trainees achieved less than the suggested entry score on the pretest. Comparison of the posttest scores of the two groups indicates that the mean of the gains made by the below entry level group (46.3) is actually higher than that of those made by the above entry level group (+11.4), and that the posttest scores for the two groups are approximately the same (56% and 58%). These results are summarized in Table 27.

TABLE 27
COMPARISON OF MEAN SCORES OF BELOW-ENTRY-LEVEL AND ABOVE-ENTRY-LEVEL GROUPS ON COMPOSITE MODELS TEST

Groups	n	Pretest $\bar{X}$	%	Posttest $\bar{X}$	%	Gains $\bar{X}$
Below entry level	10	17.5	26%	37.2	56%	+16.3
Above entry level	9	27	41%	38.4	58%	+11.4

While a maintenance mastery level of 83% may be desirable, none of the participants in the series tryout obtained that high a score on the posttest. It is possible that the

teacher trainers were suggesting a "final examination" score, assuming that trainees would prepare to take the test by studying the modules. The conditions of the mastery test were not specified in the explanatory letter which accompanied the postcard. Another possibility is that trainers were suggesting a score equivalent to an "A" level of mastery, rather than the minimum acceptable level of competency which the mastery level implies.

It is possible, of course, that the trainees simply did not learn the material in the modules. In order to test that possibility, the scores of the series tryout group on the pre-post tests which accompany each module were examined. The tests are multiple-choice type, with from 48 to 57 items. Mean pre and post test results from the series tryout group appear in Table 28.

TABLE 28

MEAN MODULE TEST RESULTS FROM SERIES TRYOUT GROUP (N=19)

Module	Pretest Mean %	Posttest Mean %	% Gain	% of Available Gain
Psychodynamic	83%	98%	15%	88%
Behavioral	85%	94%	9%	60%
Biophysical	80%	97%	17%	85%
Sociological	74%	96%	22%	85%
Ecological	75%	95%	20%	80%
Alternatives	77%	97%	20%	87%
All Modules	79%	96%	17%	81%

As measured by the module pre-post test, the series tryout group increased their knowledge of the models. The mean posttest score for every module exceeded the standard 90%. The gains by the series tryout group were comparable to those by module tryout groups shown in Table 13 (p. 57). The mean pretest score for all modules was 75% for the module tryout group and 79% for the series tryout group. The mean posttest score for all modules was 93% for the module tryout group and 96% for the series tryout group.

To measure the percent of complete effectiveness of the modules, the percent gain was divided by the possible gain for each test (Table 28, last column). On this measure, the modules were from 60% to 88% effective in helping learners to attain a perfect (100%) score on the module tests.

Thus, the module tests indicate that the learners did master the necessary information. The module posttest was completed immediately after trainees finished the module, while the Composite Models posttest was completed, in most cases, several weeks after completion of the modules. The delay may be part of the reason for the lower scores. Or, the difference may be primarily due to the fact that the Composite Models Test is much more difficult. We concluded that since the mean scores increased significantly on the Composite Models Test, and since the mean achievement of trainees on the module posttests was

above the standard of mastery, it was reasonable to assume that knowledge of the models had been gained through the Videotape Project materials.

Changed attitudes toward mainstreaming. The Learning Handicapped Integration Inventory, developed by Philip C. Watson and Frank M. Hewett in 1976, was utilized to measure teachers' attitudes towards mainstreaming before and after the ten-week series tryout. This inventory presents one-paragraph vignettes describing children who might typically be mainstreamed, and asks teachers to indicate their perceptions of the effects of mainstreaming such a child (1) on the child, (2) on the teacher, and (3) on the other children in the class. Two of the vignettes present emotionally disturbed children: Johnny, who is given to acting out behavior at home, and Gordon, who is described as shy and withdrawn. (No classroom behaviors are described, since the authors wish to elicit from the teachers the child's behavioral characteristics in the classroom. Since the behavior problems which are the focus of the Videotape Packages Project workshops are those characteristically exhibited by emotionally disturbed children, only these two vignettes were administered to the series tryout group. (The other four vignettes in the inventory deal with mentally retarded and learning disabled children.)

The inventory questionnaire for each vignette consists of 29 items; 13 items are concerned with the effects of mainstreaming on the child, 13 deal with the effects on the teacher, and 3 items are relevant to the effects on other children in the class. (The vignettes and inventory used by the Project appear in the Appendix.) Each item consists of a statement to which teachers respond by rating their agreement from "strongly disagree" to "strongly agree," a six-point Likert scale.

In The Learning Handicapped Integration Inventory: Assessing Regular Classroom Teachers' Perception of the Effect of Integrating Mildly Handicapped Children (Technical Report SERP 1976-A5), Watson and Hewett present statistical validation data for the inventory. The reliability coefficient for the total scale is .86 and for the three subscales coefficients range from .66 to .83 (moderate to good reliability). Table 29 is taken from the original source (Watson & Hewitt, 1976, p. 33).

TABLE 29

SCALE SUMMARY: CONTRIBUTING ITEMS AND RELIABILITY COEFFICIENTS

Teachers' Perception of Effect	Scale Name	Contributing Items	Coefficient Alpha Reliability Coefficients
on child	Child scale/ subscale	1, 2, 3, 4, 10, 11, 15, 17, 19, 20, 22, 26, 27	.76
on self	Teacher scale/ subscale	5, 6, 8, 9, 12, 13, 14, 18, 21, 23, 24, 28, 29	.83
on other children	Other children scale/subscale	7, 16, 25	.66
Overall	Total scale	All items	.86

TABLE 30

COMPARISON OF MEANS OF CALIFORNIA AND SERIES TRYOUT GROUPS ON LHII SCALES

Group	Scale Vignette Effect: Child	Teacher	Johnny (acting out) Other Children	Total
California teachers	47.78	48.64	11.12	107.54
Series Tryout Teachers				
Pre-training	29.77	34.11	7.67	70.11
Post-training	34.83	28.56	8.67	72.11
	Scale Vignette Effect:		Gordon (withdrawn)	
California teachers	49.81	52.67	12.62	115.10
Series Tryout Teachers				
Pre-training	34.88	35.28	9.06	79.67
Post-training	39.50	33.11	10.17	86.61
	Scale Vignette Effect: Emotionally Disturbed Children (Both Johnny and Gordon)			
California teachers	48.80	50.66	11.87	111.32
Series Tryout Teachers				
Pre-training	32.33	34.69	8.36	74.86
Post-training	37.17	30.84	9.42	77.55

Watson and Hewett also reported the mean scores on all sub-scales and on the total scale for each vignette. These results are based on 1717 inventories which were completed by 872 teachers in California. Table 30 compares the means of that tryout group with the means of the Videotape Project series tryout group, before and after training. The series tryout group was considerably more conservative

(i.e., less accepting of mainstreaming) than was the California group. The groups agreed in being somewhat more accepting of the withdrawn child than of the acting out child.

The pre-post tests scores of the series tryout group on the LHII are compared in Table 31.

TABLE 31

CHANGE IN ATTITUDES REFLECTED IN LHII SCORES OF SERIES TRYOUT GROUP

	Mean Scores (Combined Vignettes)			
Group	Child Subscale	Teacher Subscale	Other Children Subscale	Total Scale
Pretest	32.33	34.69	8.36	74.86
Posttest	37.17	30.84	9.42	77.55
$\bar{D}$	+6.17	-3.42	+1.06	+3.44
p	$< .001$	$< .05$	$< .025$	$> .10$

While the change in attitude on the total scale was not significant ($p > .10$), changes on all three subscales were significant: Child Subscale, $p < .001$; Teacher subscale, $p < .05$; and Other Children Subscale, $p < .025$. This anomaly was due to the Teacher Subscale, i.e., after training, teachers felt less positive about the way that mainstreaming would affect their own role. While this result was neither predicted nor desired, it is not uncommon for newly trained professionals to feel somewhat less adequate

than before training if the training experience gives them a clearer idea of the problems they will face and does not afford them an opportunity for extensive practice of new skills. Both these conditions were present in the series tryout training experience. Thus, this result is not necessarily undesirable. The series tryout was more clearly successful, however, in increasing teacher's acceptance of mainstreaming for the benefit of the handicapped child and for the benefit of his/her more normal classmates.

Increased flexibility in interpreting deviant behavior. It was not within the scope of the series tryout to monitor the behavior of the trainees in classrooms to determine whether the training experience resulted in changed behavior. Instead we attempted to measure a change in the intraverbal behavior which may be assumed to precede an actual intervention. We assumed that, when a teacher is faced with a problem situation, she/he is likely to carry out one or more of the following "self-talk" procedures:

1) Ask questions about the situation to be certain that all variables are considered.
2) Make diagnostic statements about the cause(s) and severity of the problem.
3) Plan interventions which will be likely to solve the problem.

One's ability to handle problems effectively is probably related, in part, to one's flexibility in interpreting

situations and in planning interventions. That flexibility should be indicated by the number of different statements which can be generated, and possibly by the number of models utilized. We predicted that trainees would be able to generate more statements and would utilize more models after training.

In order to test flexibility of problem interpretation, trainees were given two vignettes of problem classroom behavior. They were asked to generate questions, diagnostic statements and possible interventions for each vignette. (See Appendix for a copy of the test.) No time limit was imposed. The group was given the same test before and after training. To score the test, each statement (or question) generated was given a value of +1. Results of the pre-post test as to number of statements generated appear in Table 32. After training, the teachers generated an increased number of statements in all categories ($p < .025$ to $p < .001$).

TABLE 32

NUMBER OF STATEMENTS GENERATED BY THE SERIES TRYOUT GROUP BEFORE AND AFTER TRAINING

Test	Questions	Diagnostic Statements	Interventions	Total
Pretest $\bar{X}$	10.63	5.89	6.00	22.53
Posttest $\bar{X}$	13.11	9.89	10.26	33.26
$\bar{D}$	+2.47	+4.05	+4.21	+10.79
t	2.49	4.88	5.40	4.88
p	$<.025$	$<.001$	$<.001$	$<.001$

Both before and after training, the teachers were able to generate more questions than diagnostic statements or interventions. The distribution of statements by type may be seen in Figure 5. The profiles for pretest and posttest statement types are similar, though teachers are able to generate more of each type.

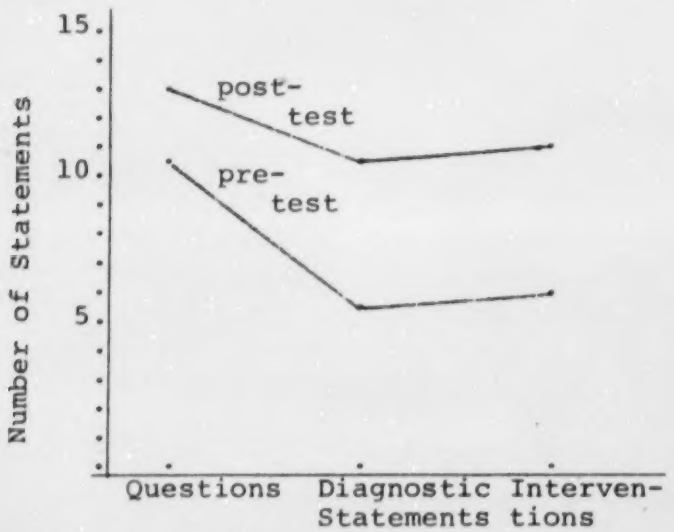


Figure 5. Statements Generated by the Series Tryout Group by Type

In order to determine whether there was a change in the number of models utilized by trainees when generating statements, each statement was coded as representative of one of the five definable models: behavioral, biophysical, ecological, psychodynamic, and sociological. (The alternative position was not considered, since it is comprised of the more "humanistic" or "radical" positions stemming from one of the five models. Hence statements could all be classified as representing one of the five models.)

A statement was considered representative of a model if it had been mentioned in the self-instructional module as typical of the position, or if it could be derived from theoretical statements presented. In classifying statements, the following decisions were made:

1) Where there was overlap, the statement was assigned to the position where the issue was a central focus of concern.
2) Statements concerning home and family life (peripheral to the behavior described) were considered psychodynamic, unless sociological variables such as race, ethnic origin, cultural expectations or economic status were mentioned. In that case the statement was considered sociological.
3) Statements concerning the school environment (arrangement of the physical environment, activity structure of the classroom) were considered ecological, although behaviorists also consider environmental variables to be important.
4) Statements concerning the past history of the child were considered psychodynamic (a developmental orientation), unless they focussed on the genesis of the particular problem behavior (how often did it occur, when did it begin, etc.). In that case it was considered behavioral.

5) Statements concerning IQ level were considered biophysical, arising from concern about possible retardation or learning disability.

6) Use of technical terms characteristic of a conceptual model was a key element in determining a statement's classification.

Results of the classification of pre and post test statements appear in Table 33. The increased utilization of models was slight ($\bar{D}$ = +.42), but significant ($p < .10$).

TABLE 33

NUMBER OF MODELS UTILIZED BEFORE AND AFTER TRAINING BY THE SERIES TRYOUT GROUP

	$\bar{X}$	$\bar{Y}$	$\bar{D}$	t	p
Statements	3.32	3.74	+.42	1.68	<.10

Figure 6 shows in profile form the distribution of statements by model. The psychodynamic model was most often utilized in generating statements. While trainees generated more statements for each model after training, the largest relative increase was with the biophysical model ($\bar{X}$ = 1.79, $\bar{Y}$ = 5.79, an increase of 323%).

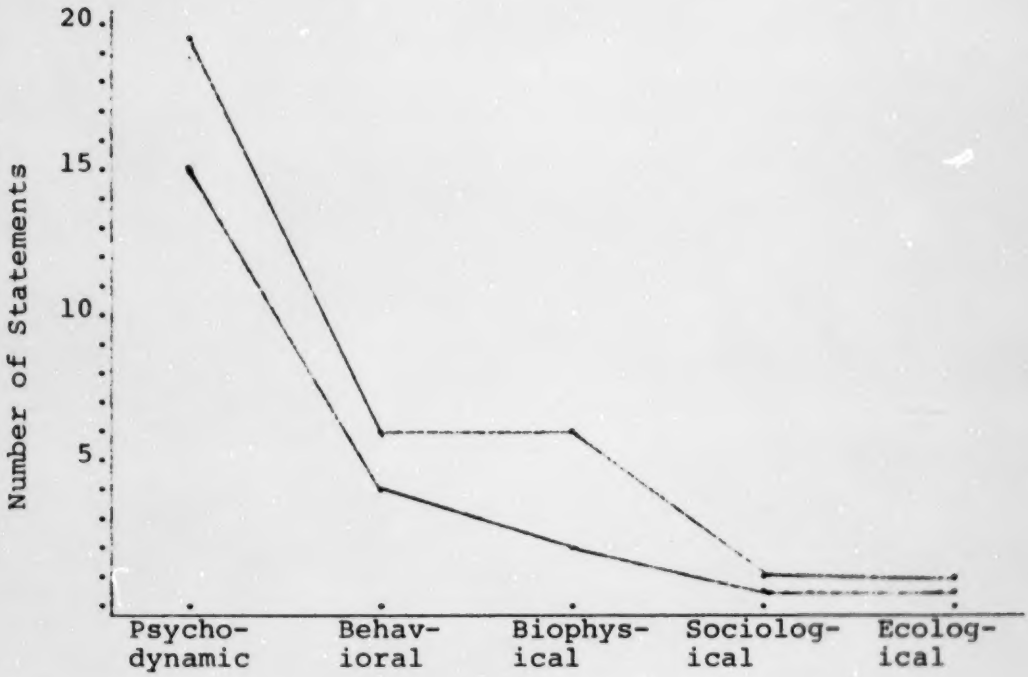


Figure 6. Statements Generated by the Series Tryout Group by Model

We concluded that the series tryout was successful in increasing the flexibility of interpretation of trainees, as evidenced by their ability to generate more questions diagnostic statements and interventions. Trainees also utilized more models after training, although the increase was slight.

Summary: Effectiveness of packages. The five criteria utilized to measure the effectiveness of the packages are summarized in Table 34. We concluded that the packages met all reasonable standards of effectiveness.

TABLE 34

SUMMARY OF EFFECTIVENESS DATA ON WORKSHOP PACKAGES

Criteria	%		
Trainee Satisfaction			
Fulfilled expectancies	93%		
Position clarified	71%		
Learned something new	88%		
Judged effective	78%		
Trainer Satisfaction			
Relevant to goals	84%		
Anticipated effective	83%		
Intend to use	96%		
Series Tryout Effectiveness		$\bar{D}$	p
Knowledge of models (Composite Models Test)		+14	<.001
Changed attitudes toward mainstreaming			
Child subscale		+6.17	<.001
Teacher subscale		-3.42	<.05
Other Children subscale		+1.06	<.025
Total		+3.44	>.10*
Increased flexibility of interpretation			
Number of statements generated		+10.79	<.001
Number of models used		+.42	<.10

*This anomaly is discussed in the "Changed attitudes toward mainstreaming" section of this report.

Concern 4. Effectiveness and Extent of Dissemination.

The effectiveness of the dissemination effort was a primary evaluation concern, since the eventual acceptance and use of the materials depended upon trainers' familiarity with the Project and knowledge of the availability of materials. The entire dissemination strategy is described in detail in Section 3. Dissemination of Project

Materials. Evaluation of this effort focussed on determining whether or not the activities took place as planned, and whether or not the dissemination was effective in terms of orders for materials. The following questions were formulated.

1) Did dissemination occur and what was the size of the effort?
2) How many orders were there for the materials?
3) Who ordered the materials?

Data answering the first question is summarized in Table 21 (p. 76). A total of 1,577 persons were contacted by mail or through presentations at professional meetings. Another 9,467 persons received training through Project activities, and thus became familiar with the materials.

Data answering the second evaluation question is found in Table 19 (p. 73). A total of 220 individual orders were received by the Project, requesting rental of 555 tapes. During the last five months of the Project period, orders were received for an average of 78 tapes per month.

To answer the third evaluation question we analyzed the demographic characteristics of those ordering materials from the Project. That information is summarized in Table 35.

TABLE 35

DEMOGRAPHIC CHARACTERISTICS OF TRAINERS ORDERING PROJECT MATERIALS (201 Orders Analyzed)

Characteristics	n	% of Orders Received
Presence on Mailing List		
List A (received information)	92	46%
List B (reviewed modules)	11	5%
List C (reviewed modules and workshop materials)	65	27%
Combined A, B, C	168	83%
Not on List	33	17%
College/Public School Trainers		
College	132	66%
Public School	69	34%
Region of Country		
New England	21	10%
Mid Atlantic	24	12%
South Atlantic	14	7%
East North Central	54	27%
East South Central	22	11%
West North Central	27	13%
West South Central	5	2%
Mountain	24	12%
Pacific	9	5%
Virgin Islands, Puerto Rico	0	0
Outside USA	1	1%
Repeat Orders	21	10%

It was of interest that 83% of orders received were from trainers already on one of our mailing lists. The 17% not on the list may have attended presentations by Project staff, or heard about the materials by word of mouth from other trainers who had used them. Twenty-seven percent of the 611 member Project Audience (Lists A, B, and C) ordered materials from the Project. Of these orders, 66% were from college trainers, and 34% were from public school trainers. The orders were fairly evenly distributed regionally, the percentages for each region ranging from 2% to 27%. Only the Virgin Islands and Puerto Rico were not represented, and only 3 names were on the mailing list from that area. Ten percent of the orders received were repeat orders, all of these for tapes not ordered previously by the individuals involved.

Although no standards exist to measure the adequacy of the dissemination effort and response, the Project staff felt confident that the dissemination effort had been carried out as planned, and was satisfactorily effective.

Concern 5. Impact of Project Materials beyond the Target Audience

Two questions were formulated to measure the impact beyond the expected audience (a concern specified by the Bureau for the Education of the Handicapped):

1) How many referrals were made by our audience?

2) What groups used materials other than the target audience?

In order to gather data to answer the first question, we included a question to that effect on the feedback form which accompanied each videotape sent out on rental. Unfortunately, very few of these were returned to the Project, so that information is not available. Trainers were referred for placement on our mailing list as well as for ordering materials. Responses to the original mailing included 71 individuals not contacted by the Project directly, and names were added to the list throughout the duration of the Project as a result of letters and telephone calls received from trainers.

Informal conversations with trainers indicated that the materials were used in a variety of ways with a variety of groups. One trainer reported using the materials effectively with parents of handicapped children. Another utilized the Behavior Sequences tape in working with preschool teachers. One teacher used the Behavior Sequences tape to prepare normal students for the increasing presence of handicapped children in their classes. Two requests were received to show portions of the Program and Behavior Sequences tapes on public television presentations. Staff members were consulted on the development of workshop materials and videotape programs by five other projects

(three federal, two state), although these projects were dealing with different training content.

We feel certain that the impact of the Project has extended beyond the original expectations, and that the materials will continue to influence those in the field as long as they are made available at a reasonable cost.

APPENDIX A. Behavior Sequences

APPENDIX B. Measurement Instruments

Workshop Feedback Form

Module/Workshop Materials Feedback Form

Postcard Survey: Videotape Equipment

Postcard Survey: Composite Models

Composite Models Test

Learning Handicapped Integration Inventory

Interpretive Flexibility Questionnaire

APPENDIX A: BEHAVIOR SEQUENCES

The following sequences involve junior high school students, approximately eighth grade.

Sequence 1

Background. Pat has been doing well academically since he entered a regular eighth grade class from a special room. He has not been accepted socially, however, partly because of the strange shaking behavior which he exhibits from time to time. His classmates find it peculiar and somewhat frightening.

Behavior Sequence. The children are entering the room. As the other children take their seats, Pat moves to the side of the room, looks frightened, and begins to tremble and to shake his arms. The teacher calls him by name, but Pat does not respond. He calls again; still no response. Finally the teacher shouts at Pat, gets his attention, and asks him to go to his seat. The shaking subsides and Pat walks to his seat.

Sequence 2

Background. Kelly has been involved in many fights with other girls this year. Her classmates complain that she is a bully, always inventing excuses for confrontation.

Behavior Sequences. The children are leaving the classroom. Kelly tries to hurry out of the room and trips over a desk. She turns angrily to the nearest girl and accuses her

of tripping her purposely. They argue, and Kelly pushes the girl and stalks out of the room.

Sequence 3

Background. Craig is the class scapegoat. He has no friends, and is always the butt of jokes and taunting. When his teachers attempt to protect him, he rejects their help, making excuses for his tormenters.

Behavior Sequence. The children are waiting for class to begin, talking in groups. Craig is sitting by himself, reading a book. As nearby children notice him, they begin to make fun of him. Craig pretends not to notice. Eventually the taunting escalates and a boy grabs Craig's book and throws it on the floor. As Craig retrieves the book, the teacher notices the disturbance and tells the tormenters to leave him alone. Craig tells the teacher that he dropped the book himself.

Sequence 4

Background. Mike seems to enjoy shocking his classmates and teachers. He uses profanity freely in his speech, and frequently writes four-letter words in the margins of homework assignments.

Behavior Sequence. The teacher is not yet in the classroom. Mike is at the blackboard, filling it with "forbidden" words. The other children are urging him on. The teacher enters the room. She tells Mike to erase the board and to see her after class. Mike challenges her, "What's

the matter? Did I forget some?"

Sequence 5

Background. Shelby is withdrawn and has no friends in her class. At school she does not speak to anyone, teachers or students. She refuses to recite when called on in class, but her written work is of high quality.

Behavior Sequence. The children enter the lunchroom, talking and laughing. Shelby enters alone and takes a seat by herself. One girl invites her to join a group, but Shelby shakes her head and refuses the invitation. The other children discuss her behavior, accounting for it as "wanting to be by herself," "stuck up," etc.

Sequence 6

Background. Joe is the "class clown." His antics reduce his classmates to hysterical laughter, make a shambles of the planned lesson, and frustrate his teacher.

Behavior Sequence. The teacher begins a history lesson by asking a question, and indicating relevant pages in the textbook. Joe begins making faces. The children are increasingly amused, and pay more attention to him than to the teacher.

Sequence 7

Background. Mark has not handed in any assignments this year. During class work sessions he attempts to distract his classmates.

Behavior Sequence. The teacher writes the directions

for the assignment on the blackboard. The other children start to work immediately, but Mark pages through his book. Eventually he snaps his comb against his neighbor and shoots a spitball.

The following sequences involve elementary school children, approximately fourth grade level.

Sequence 8

Background. His teacher complains that Josh does not pay attention. He seldom finishes assignments, although the work seems easy for him.

Behavior Sequence. The teacher is reading a story to the group and asking questions about it. Josh pages through a magazine, looks around, unties and ties his shoe, etc. He raises his hand whenever the teacher asks a question--often before she asks it--but never seems to know the answer.

Sequence 9

Background. Gayle usually does excellent work. She is terribly upset whenever any criticism is offered, and will cry if even one item on a test is marked wrong. Recently she has refused even to attempt work which she finds difficult.

Behavior Sequence. The teacher is giving a spelling test. Gayle writes the first word without hesitation. She has trouble with the second word, and becomes increasingly panicky. Finally she tears up her paper and puts her head on her desk.

Sequence 10

Background. Amy demands constant attention from the teacher. She requests help even before attempting an assignment. Her academic performance is high enough that the teacher is certain that she is capable of doing the work.

Behavior Sequence. The teacher is helping a child. Amy tugs at the teacher, asking for help. She complains that she cannot do the work. The teacher points out that she has done something similar previously, and takes her to her seat. Immediately Amy is up again, berating the teacher for not helping her.

Sequence 11

Background. Tony is a poor student, and resents the children who do well in school. He calls them "dumb" or "stupid."

Behavior Sequence. The teacher is walking around the room, looking at the children's pictures as they work on them. She stops to admire a picture. Tony notices, and comes over to look at it. The teacher compliments the children, but Tony says he thinks it is an ugly picture. He grabs the picture and tears it up.

Sequence 12

Background. Phil resists any assignment that the teacher gives. He complains loudly that it is "too easy," "boring," "dumb," or that he did the same thing last year. He

is a mediocre student.

Behavior Sequence. The teacher is handing out new workbooks. Phil complains that he had the same books last year. However, the books have just been published, and he cannot have done them previously.

Sequence 13

Background. Tina is extremely lethargic in school. She frequently lays her head on the desk and stares into space. She is also very slow at completing assignments, and has trouble concentrating.

Behavior Sequence. The first scene shows Tina during a class activity. Her head is resting on her arm on the desk and she is bouncing a pencil between her fingers, staring off into space. In the second scene, Tina is in the lunchroom. She opens her lunch box and examines the food, then puts it back in the box. She rests her head on her arm and closes her eyes. She pays no attention to the other children in the class.

Sequence 14

Background. Kim is frequently absent from school, complaining of headaches and stomachaches. She is a good student, but has trouble concentrating on her school work. Often, after completing part of the assignment she will begin swaying and rocking, looking off into space.

Behavior Sequence. Kim is working on an assignment. As she finishes a page, she puts down her pencil and begins

to sway. The teacher calls her attention to the work, and Kim goes back to the assignment. Soon she begins swaying again.

Sequence 15

Background. The teacher feels that David is constantly challenging her authority. He refuses to conform to the rules, and becomes very angry when the teacher attempts to enforce them.

Behavior Sequences. The teacher announces that it is time for recess. The children line up to go out. David attempts to cut in front of a boy, and a scuffle develops. When the teacher tells David to go to the end of the line, he refuses.

APPENDIX B. MEASUREMENT INSTRUMENTS

To the Workshop Leader: Duplicate this form. Prepare one copy for each trainee.

WORKSHOP EVALUATION FORM

PRELIMINARY EVALUATION

1. Check the appropriate boxes below.

Sex	Teaching Experience	Teaching Level	Teaching Area
[ ] male	[ ] teacher-in-training	[ ] elementary	[ ] regular class
[ ] female	[ ] 2 years or less	[ ] junior high	[ ] special education
	[ ] 3-10 years	[ ] high school	[ ] teacher consultant
	[ ] more than 10 years	[ ] not currently teaching	[ ] counselor
			[ ] administrator
			[ ] paraprofessional
			[ ] other

2. What do you expect to learn from this workshop?

_____

_____

3. Identify your theoretical position.

[ ] psychodynamic [ ] behavioral [ ] unknown
[ ] ecological [ ] biophysical [ ] eclectic (choosing from several theories)
[ ] sociological [ ] countertheoretical [ ] other _____

POST WORKSHOP EVALUATION

4. Did you learn anything new, or get any new ideas? [ ] yes [ ] no

5. Were your expectancies met? [ ] completely [ ] somewhat [ ] not at all

6. Identify your theoretical position.

[ ] psychodynamic [ ] behavioral [ ] unknown
[ ] ecological [ ] biophysical [ ] eclectic (choosing from several theories)
[ ] sociological [ ] countertheoretical [ ] other _____

7. Has this workshop helped you clarify your theoretical position?
[ ] yes [ ] no

	Highly Effective		Neutral		A waste of time
8. Rate the effectiveness of Activity 1.	[ ]	[ ]	[ ]	[ ]	[ ]
9. Rate the effectiveness of Activity 2.	[ ]	[ ]	[ ]	[ ]	[ ]
10. Rate the effectiveness of the videotape featuring the two experts.	[ ]	[ ]	[ ]	[ ]	[ ]
11. Rate the general effectiveness of the workshop.	[ ]	[ ]	[ ]	[ ]	[ ]

12. Do you have any suggestions that will help us to improve this workshop?

_____

_____

13. Other comments?

_____

_____

FEEDBACK SHEET

Self-Instructional Module/Workshop Materials

1. How appropriate would this material be for the following audiences?

	Very useful		Moderately		Low value
In-service, special ed.	___	___	___	___	___
In-service, regular ed.	___	___	___	___	___
Undergraduate college courses, spec. ed.	___	___	___	___	___
Undergraduate college courses, regular ed.	___	___	___	___	___
Graduate college courses	___	___	___	___	___
Other	___	___	___	___	___

2. How could this material be incorporated?

[ ] part of undergraduate college courses
[ ] part of graduate college courses
[ ] part of a workshop
[ ] preparation for a workshop
[ ] follow-up for a workshop
[ ] other _____

3. What is your training audience?

[ ] none (If none, skip questions 4, 5, & 6.)
[ ] in-service, regular teachers [ ] in-service, special education
[ ] undergraduate college students [ ] graduate college students
[ ] other _____

4. How relevant is this material to your training goals?

Highly relevant		Neutral		Irrelevant
[ ]	[ ]	[ ]	[ ]	[ ]

5. Anticipated effectiveness with your training group?

Highly effective		Neutral		Ineffective
[ ]	[ ]	[ ]	[ ]	[ ]

6. How would you wish to include this material in your training program?

Required	Recommended	Supplementary	Not at all
[ ]	[ ]	[ ]	[ ]

over....

POSTCARD SURVEY: VIDEOTAPE EQUIPMENT

1. Do you have access to a videotape player and monitor? ( ) yes ( ) no

2. What type of videotape player do you have?

   ( ) reel to reel: ( ) black and white ( ) 4"
   ( ) color ( ) 7"

   ( ) cassette: ( ) black and white
   ( ) color

3. What type of monitor do you have?

   ( ) black and white ( ) color

   ( ) 12-14" ( ) 15-18" ( ) 19+"

4. Can you operate the equipment? ( ) yes ( ) no

5. Have you ever used the equipment? ( ) yes ( ) no

6. Which do you prefer? ( ) videotape ( ) film
   ( ) either

POSTCARD SURVEY: COMPOSITE MODELS

Before completing the self-instructional modules and workshops, what is the *lowest* pre-test score which a student might have and still be able to benefit from the instructional materials?

ENTRY LEVEL: ___/67

After completing the self-instructional modules and workshops, what is the *lowest* post-test score which would be evidence of sufficient mastery of this material?

MASTERY LEVEL: ___/67

COMPOSITE MODELS

Each of the following authors is associated primarily with one of the five models of human behavior. Indicate which model for each author.

		Behavioral	Biophysical	Ecological	Psychodynamic	Sociological
1.	Freud	( )	( )	( )	( )	( )
2.	Seguin	( )	( )	( )	( )	( )
3.	Erickson	( )	( )	( )	( )	( )
4.	Skinner	( )	( )	( )	( )	( )
5.	Kephart	( )	( )	( )	( )	( )
6.	Bandura	( )	( )	( )	( )	( )
7.	Durkheim	( )	( )	( )	( )	( )
8.	Pavlov	( )	( )	( )	( )	( )
9.	Merton	( )	( )	( )	( )	( )
10.	Barker	( )	( )	( )	( )	( )
11.	Cott	( )	( )	( )	( )	( )
12.	Chess	( )	( )	( )	( )	( )
13.	Hewett	( )	( )	( )	( )	( )
14.	Maslow	( )	( )	( )	( )	( )
15.	Kounin	( )	( )	( )	( )	( )

Each of the following areas of study is associated primarily with one of the five models. Indicate which model for each topic.

		Behavioral	Biophysical	Ecological	Psychodynamic	Sociological
16.	territoriality	( )	( )	( )	( )	( )
17.	developmental stages	( )	( )	( )	( )	( )
18.	operant conditioning	( )	( )	( )	( )	( )
19.	rates of mental illness	( )	( )	( )	( )	( )
20.	model learning	( )	( )	( )	( )	( )
21.	family patterns	( )	( )	( )	( )	( )
22.	brain damage	( )	( )	( )	( )	( )
23.	naturalistic research	( )	( )	( )	( )	( )
24.	genetics	( )	( )	( )	( )	( )
25.	changing norms	( )	( )	( )	( )	( )

Match these items with partial definitions

26.	( ) role	a. constant rate of deviance in an area
27.	( ) ecosystem	b. modification of a group through contact with another culture
28.	( ) repulsion reaction	c. relationship of living things and habitat
29.	( ) anomie	d. rejection of deviants
30.	( ) poor fit	e. confusion of values
31.	( ) replacement phenomenon	f. interrelated aspects of physical environment
		g. expected behaviors
		h. accepted standards of behavior
		i. behavior inappropriate to setting

* * * * * * * * * * * *

32.	( ) hyperkinetic	a. return to earlier stage
33.	( ) reinforcement	b. response occurs infrequently
34.	( ) trauma	c. amphetamines for hyperactive behavior
35.	( ) regression	d. sex, aggression, love
36.	( ) paradoxical effect	e. unpleasant event
37.	( ) basic impulses	f. mongolism
38.	( ) extinction	g. remove the reinforcer
39.	( ) Down's syndrome	h. stressful situation
40.	( ) contingency schedule	i. release of strong feelings
		j. a plan for dispensing reinforcers and punishers
		k. unaware of threatening emotions
		l. large doses of vitamins
		m. increases response frequency
		n. overactive behavior

Each of the five models accounts for deviance somewhat differently. Classify each of the following statements as primarily representative of one of the models.

		Behavioral	Biophysical	Ecological	Psychodynamic	Sociological
41.	Deviance is the result of dysfunctional environmental factors.	( )	( )	( )	( )	( )
42.	Deviance is a misfit between behaviors and social mores.	( )	( )	( )	( )	( )
43.	Deviant behaviors result from lack of balance between impulse and control systems.	( )	( )	( )	( )	( )
44.	Deviant behaviors are maintained by contingencies in the environment.	( )	( )	( )	( )	( )
45.	Deviant behaviors are the result of trauma and/or stunted emotional development.	( )	( )	( )	( )	( )
46.	Deviant behavior is caused by physiological abnormalities.	( )	( )	( )	( )	( )
47.	Deviant behavior is a constructive adaptation to an unhealthy environment.	( )	( )	( )	( )	( )

A diagnosis is built on information relevant to the causes of deviance suggested by a particular model. Which model is likely to contain the following information? (Information may be included in several of the models, so mark as many as appropriate).

	Behavioral	Biophysical	Ecological	Psychodynamic	Sociological
48. behavior frequency data	( )	( )	( )	( )	( )
49. developmental history	( )	( )	( )	( )	( )
50. rates of deviance in an area	( )	( )	( )	( )	( )
51. psychological test results	( )	( )	( )	( )	( )
52. description of environment	( )	( )	( )	( )	( )
53. role descriptions	( )	( )	( )	( )	( )
54. medical test results	( )	( )	( )	( )	( )
55. points of conflict in school and community	( )	( )	( )	( )	( )
56. achievement test results	( )	( )	( )	( )	( )
57. specification of antecedents and consequences	( )	( )	( )	( )	( )

The interventions below are derived primarily from one of the five models. Specify which model for each intervention.

58. Develop a positive personal relationship with the child.
59. Reward successive approximations to the desired behavior.
60. Introduce a compensatory education program.
61. Administer drugs to control behavior.
62. Teach acceptable ways to express emotion.
63. Utilize a token economy in the classroom.
64. Improve the quality of family relationships.
65. Follow a restrictive diet.
66. Design the classroom with task requirements in mind.

LEARNING HANDICAPPED INTEGRATION INVENTORY (LHII)
Philip C. Watson and Frank M. Hewett
Technical Report SERP 1976-A5
(Abridged for use by the Videotape Project)

GORDON

Gordon is a ten-year-old boy who lives with his parents and two older sisters in a middle-class neighborhood. His mother and sisters tend to "baby" him while his father sets unrealistically high expectations for him. Since the first grade Gordon has had continual difficulty in keeping up with his classwork and has spent the past year in a special class. Although he has an IQ of 100 as measured on an individual intelligence test, his present functioning in reading and arithmetic is only low third grade, two years below expected level. His special class teacher describes him as being fearful and as crying easily.

JOHNNY

Johnny is a nine-year-old boy who lives with his mother in a middle class neighborhood. Johnny's parents were divorced when he was four years old, and his mother has had increasing difficulty controlling him during recent years. Johnny is often on the streets late at night or watching television until early morning hours. Many of Johnny's friends are teenagers, and he has been involved in several incidents of vandalism with them in the neighborhood. Johnny has also had continuing problems in school. His IQ is 102 on the individual intelligence test, but his present

reading and arithmetic skills are only on the second grade level, two years below expectations. He has been in a special class for the past two years. His teacher reports he is an easily frustrated boy who often fails to follow directions when given a class assignment.

INTERPRETIVE FLEXIBILITY QUESIONNAIRE

A. Carla is ten years old and in the fifth grade. She moved to the district recently, and was placed in your class three weeks ago. Carla is an average student. She completes her assignments on time, does B and C work, but shows little interest or enthusiasm for school activities. She is quiet in class, and has not yet made friends with the other children. Her behavior would be unremarkable except that several times a day she begins rocking back and forth in her chair, often so violently that the noise is disturbing to other children.

In order to diagnose this problem and plan an intervention strategy, you would probably want to know more about this situation. Make a list of questions you would ask to gain relevant inforamtion. List as many questions as might be important.

E.g.: Are the legs of Carla's chair uneven?

Depending on the information you received, you would make some sort of diagnostic statement. Such a statement usually specifies the <u>probable cause</u> of the problem behavior. Make a list of different diagnostic (causal) statements which might be made about Carla's behavior. List as many as might be possible.

E.g.: Carla does this because she is a bad girl.

Different teachers might try different intervention strategies with Carla. Make a list of some different interventions which might be suggested for such a problem. List all the relevant interventions that might be possible.

E.G.: Make Carla stand in a corner whenever she rocks.

B. Brian is seven years old, and in your first grade class. Since the first day of school he has been involved in numerous fights with other youngsters. In class, he often volunteers to help with chores such as passing out papers, erasing the board, etc. But such efforts result in more problems, since he taunts the other children about his privileges, and uses his position to attack other children.

What questions might be asked to find out more information about this situation?

What diagnostic (causal) statements might be made?

What interventions might be suggested?

This child has now been placed full-time in your regular classroom. Please read and respond to each of the 29 statements below by placing a check in the position on the line that corresponds to the degree to which you agree or disagree.

It is possible that you may not find all the information within the vignette that you would like to find in order to respond knowledgeably to certain items. However, since many teaching decisions are based on limited information, you are asked to use your best judgment.

	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree
1. Grades will be an effective reward for achievement for a child like this.	.	.	.	.	.	.
2. A child like this will maintain satisfactory attendance in your classroom.	.	.	.	.	.	.
3. Over the school year a child like this can be expected to make a normal year's progress in arithmetic in your classroom.	.	.	.	.	.	.
4. Over the school year a child like this can be expected to make a normal year's progress in reading in your classroom.	.	.	.	.	.	.
5. Even though this child has been placed in your regular classroom, the school psychologist should assume major responsibility for dealing with learning and behavior problems that arise.	.	.	.	.	.	.
6. A child like this will form a positive relationship with you, the teacher.	.	.	.	.	.	.
7. With a child like this in your classroom, there will be an increase in the number of behavior problems among the other children.	.	.	.	.	.	.
8. With a child like this in your classroom an excessive amount of time for curriculum planning will be necessary.	.	.	.	.	.	.
9. There will be more problems with the parents of a child like this than with the parents of other children.	.	.	.	.	.	.

	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree
10. Placement of a child like this in your classroom will likely result in his becoming socially withdrawn.	.	.	.	.	.	.
11. A child like this will develop a more positive self-concept as a result of being placed in your classroom.	.	.	.	.	.	.
12. Referrals to the school principal for disciplinary action will probably occur more frequently for a child like this than for other children in your classroom.	.	.	.	.	.	.
13. Teaching a child like this will increase your overall teaching competence.	.	.	.	.	.	.
14. There will be an increase in classroom management problems with a child like this in your classroom.	.	.	.	.	.	.
15. The experience of being in your classroom will increase the chances of a child like this attaining a more productive and independent place in society.	.	.	.	.	.	.
16. A child like this will likely form positive social relationships with other children in your classroom.	.	.	.	.	.	.
17. As a result of placement in your classroom, a child like this will develop a more positive attitude toward school.	.	.	.	.	.	.
18. The presence of a child like this in your classroom will be a cause for complaints from the parents of the other children.	.	.	.	.	.	.
19. A visitor to your classroom would not be able to pick out a child like this on the basis of his physical appearance.	.	.	.	.	.	.
20. It is unlikely that any of the other children in your classroom will form a friendly relationship with a child like this.	.	.	.	.	.	.

	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree
21. Even though this child has been placed in your regular classroom, the special education consultant should assume major responsibility for dealing with learning and behavior problems.	.	.	.	.	.	.
22. A visitor to your classroom would not be able to pick out a child like this on the basis of his behavior.	.	.	.	.	.	.
23. A child like this will not respond to even your best teaching efforts.	.	.	.	.	.	.
24. A child like this will be disruptive in your classroom.	.	.	.	.	.	.
25. A child like this in your classroom will adversely affect the other children's motivation	.	.	.	.	.	.
26. A child like this will be motivated to learn in your classroom.	.	.	.	.	.	.
27. The other children in your classroom will be apt to make a scapegoat of a child like this.	.	.	.	.	.	.
28. Even though this child has been placed in your regular classroom, the school principal should assume major responsibility for dealing with learning and behavior problems that arise.	.	.	.	.	.	.
29. Assignment of a child like this to your classroom is a wise administrative decision.	.	.	.	.	.	.

* *

I have had a child like this in my classroom ... [ ] never [ ] occasionally [ ] frequently